

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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**T**HERE are a hundred ways of helping our profession through our columns. Here are a few: Suggestions for Teachers, Items of News, Reports of Meetings, Information for Reading Circle Members, Devices, Ways and Means, Golden Thoughts, Kindly Criticisms, How to Get the Co-operation of Parents? Cases of School Government. The gift of communication is closely connected with the gift of continuance. Help the cause and you help yourself.

MEASURE your cloth ten times, you can cut it but once.—*Russian*.

If thou can't not take things by the head, then take them by the tail.—*Arabian*.

A GOOD fox has three holes.—*Russian*.

A POOR man waited 1500 years before the gate of Paradise; then while he snatched one little nap, it opened and shut.—*Persian*.

ARE young fish taught to swim?—*Tamul*.

FEED a snake milk, it will yield poison.—*Tamul*.

**T**HE law of human progress is not the survival of the fittest, but the survival of the best. Petroleum has destroyed the whale fisheries, rendered

valueless many thousand olive groves, made the candle business exceedingly poor, and greatly reduced the price of property in Nantucket and other old-time fishing cities. Something is certain to come that will destroy the value of coal-oil. Old text-books, old carriages, old farming implements; old stoves, and old newspapers have been supplanted by the new. This has not been caused by a restless desire for change. Our modern carriages, books, plows, stoves, and newspapers are better than the old ones. They fitted the times passed, but would be far from fit now. Judged by our standards, they are poor, and this is the reason we do not want them back again. Write a catalogue of all the old things it would be best to call back. The printer's bill for putting it in type would be very small. The educational methods of to-day are not exceptions to the general rule of progress. No Easter past ever witnessed so much good teaching. Next year it will be better still!

**I**T is not because salaries are small, but because wants are large that makes living comfortably a matter of difficulty. Teachers are often pinched because they frequently try to make a thousand dollar show on a five-hundred dollar cash income. A man who lives five-hundred dollars' worth on a thousand dollar income will have an abundance. It is not what we get, but what we spend, that gives us a Dr. or Cr., cash balance, on the last day of December. Debt is the teacher's guillotine. It has cut off more heads than all the Boards of Education ever elected. Debt is not only an expensive ruler, but a merciless tyrant, whose aim is to kill as many as possible. Poverty in our land is no disgrace, but debt is. We recently came across the following incident, which we give in the author's own words. It carries with it a first-class conclusion:

"If a girl earning her own living makes it her highest ambition to dress with the nearest appearance to wealth, she simply ties a stone to true happiness, and drowns it in the pool of her own foolish vanity. Her foolishness is always apparent. Recently a large, rather coarse-looking girl was noticed among a number of girls who met weekly; she dressed in the most elaborate manner, entirely out of keeping with her looks and position. The girl was missed for a couple of evenings; on inquiring, it was learned that she was ill. When visited, she was found lying on a mattress in a room that was at once parlor, sleeping-room, and kitchen. She was without suitable clothing for sickness, and was glad to accept financial assistance. Her standards of living were a silk dress and an opportunity to wear it. No amount of income within the reach of labor would save that girl from suffering."

**B**ISHOP HARRIS said in 1880 that, "The pitying heavens yearn over no sight so dreadful as children bending like galley slaves to their tasks in factory or field, or toiling with joyless faces to win their daily bread." This is a sad sight—too sad to consider without deep emotion. But is it not a sadder sight to see a teacher giving pupils the husks of knowledge when their growing natures are yearning for the life-giving bread of education. The time of the average child in school is very brief. Every minute is a golden one. Pupils soon go out into factory, shop, or field, and always to toil, with joyless faces unless they are given the uplifting inspiration of correct teaching. They want something more than a knowledge of the dry processes of what they will be required to do. The workman is a slave who only learns to read, to write, and cipher. He must have more, or he will be ground to powder under the upper and nether millstones of capital and invention. He must be taught to think, to conclude, and decide. The child who learns this can never be a galley slave. He will never toil with joy-

less face to win his daily bread. *His thinking will save him.* Nothing can put down the power of thinking. All slavery is abolished, and forever, except the slavery of unthinking doing, saying, memorizing, and obedience. The thinking man calls no man master except his Master above. The old law of unthinking, unreasoning obedience has made more "educated" galley slaves in all the walks of life than any other force in all the past. Teach a child to observe, conclude, judge, handle, see and do for himself, in accordance with the natural laws of his being, and all the powers of earth and hell combined can never reduce him to the condition of a slave! He is free born!

**W**HO should love the free public school? Those who love their country, and desire to see its permanence. Those who have banks and mortgages, lands and houses, mills and manufactories, understand that wants increase in just the proportion education becomes universal. Those who want to see the liquor traffic abolished, diseases lessened, and jails and prisons empty. Those who have large hearts and clear heads, and are free from a sordid, selfish greed for all the wealth of the world. All these should love the free school.

How should the church regard the free school? As the best friend it has. As the foundation of its prosperity and purity. As giving it intelligent members, enterprise, and benevolence. As the very key to its supremacy in the hearts of men, and universally believed in and loved. All this the free school will give the church, if she will but cherish and love it.

**W**HO want good free schools? The plain people who earn their bread by the sweat of their brow; who work hard and save little; who love their children, and have no legacy to give them but good examples, and habits of thrift and enterprise. These people will always be found on the side of the faithful teacher.

Who oppose free public schools? The rich aristocrats who are above letting their children associate with the "common classes!" who patronize exclusive and expensive schools, and affect to complete an education by a six-months' stay in Paris.

Those who say: "If the poor want an education, let them get it, and not tax us for the instruction of those we care nothing about." Those who think that there is no religion in the public schools. Those who want the Bible in, and those who want it out. Those whose ideals are too high, and those who have no ideals at all. Those who have a morbid fear of all sorts of evil, and those who have no fear of anything except that there will not be enough earned by their children to satisfy the greed of their miserly hearts. All these oppose the free public school.

**T**HE following words of Professor Tyndall are worthy of being printed in large letters on the walls of every normal school in all the world:

"I learned, by practical experience, that two factors enter into the formation of a teacher. Knowledge is not all. There may be knowledge without power—the ability to inform, without the ability to stimulate. Both go together in the true teacher. A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils—so call forth their strength and the pleasure of its exercise—as to make the hardest work agreeable. Without this power it is questionable whether the teacher can ever really enjoy his vocation—with it I do not know a higher, nobler, more blessed calling than that of the man who, scorning the 'cramming' so prevalent in our day, converts the knowledge he imparts into a lever, to lift, exercise, and strengthen the growing minds committed to his care."



## SCHOOL BOYS' STRIKES.

Boys can always be depended upon to follow men. Their highest ideal of perfection is a man. It matters not whether it's right or wrong; "The man did so. I will do so," is the premise and decision. You might as well move a stone by reasoning, as change the will of a boy when he has made up his mind to be a man. "Men smoke, I will smoke; men drink, I will drink; men strike, I will strike. If I don't do what men do, I can't be a man." Manliness, to the average boy, consists in doing what the average man does. We have recently had many illustrations of this principle.

A few days ago, as reports tell us, all the children of a school in St. Louis went out in a body. Pickets, chosen from the largest boys, guarded the school-house, and would not allow any pupil to enter. The principal made a feeble attempt to arrest two of the sentries, but was assailed so vigorously with sticks and stones by the rest that he fled for safety. Then the procession marched to another school and called out the pupils there, who responded with alacrity.

Of course, the boys who wanted to go to school were boycotted by the rest and were not allowed to play ball or marbles or any other games, besides being dubbed with unpleasant names by their striking schoolmates.

It is said that these proceedings were watched with great amusement by the railroad strikers. They are doubtless pleased that their example is spreading among the younger generation.

In the Central High School, Philadelphia, a number of pupils recently formed a society under the title of the "Knights of the Central High School," for the purpose of securing an increase of from fifteen to thirty minutes for recess, and free access to the basement of the building at all times during school hours. The scheme was originated by a few of the unruly spirits several days before, and a quiet work among the five hundred pupils had been carried on for the purpose of obtaining additions to the ranks, but with comparatively little success. Recently it was resolved to make an attempt to carry out the scheme, and it was arranged that when the bell rang at the end of the fifteen minute recess all should remain outside until the expiration of half an hour, when they were to march in a body before President Taylor and make their demands. If they were refused they were to leave the building, and remain away until the faculty obtained permission from the Board of Education to change the rules, upon which they would return to their school duties.

Another attempt to organize a strike, to compel the allowance of a recess of fifteen minutes during the afternoon session, was made at the Henry Herbert Grammar School, Philadelphia, but it was of short duration. Several of the boys armed themselves with clubs and stood at the gates, refusing admission to all the boys who would not join in the strike. Word of the movement was conveyed to the principal when the boys had taken their seats, and at the close of the morning session they were suspended, pending an interview between their parents and the principal. Subsequently, lively and noisy disputes occurred between the parents and the unruly knights, in which straps, slippers, rattans, and other favorite instruments of persuasion played a conspicuous part, which ended with the dropping of all such attempts for the future.

In Columbus, Ohio, and other places the same kind of strikes have recently occurred.

A petition was handed to the teachers of one of the Troy schools the other day asking that but one session a day be held and that one to close at noon, thus leaving the pupils free in the afternoon to strengthen the belief of their mothers, aunts, and grandmothers in the doctrine of total depravity. The petition was not granted and the boys struck. A similar event occurred on the same day at Greenpoint, the demand in this case being for half an hour recess every afternoon, and a full half-holiday on Friday. The result was the same in both instances. The boys soon found themselves ground between the upper and nether millstones of teachers and parents, without a single word or look of encouragement from the public. They had struck figuratively—their oppressors struck practically; and, with feelings injured mentally and physically, they were forced to a realization that society had combined against them, and that there were some things it would not surrender.

In discussing this question, the *Herald* of this city, recently said, "It does not follow by any means that the schoolboys have no real grievances. There is often reason why they should rebel at wearying hours. There are methods of study enforced in many cases which fail to command interest through their inherent faults.

They are not adapted to the juvenile mind, either in substance or manner, and make a torture out of what should be a gratifying exercise of the faculties. A cramming process is instituted and encouraged for examination shows and prizes. Young intellects are kept too long on the stretch. Tired minds cannot work well. As has been shown in the issue of the strikes, the forces of society are all against the boys, but when it has the upper hand it ought to be magnanimous enough to remove reasonable causes of complaint."

Men oppose boys for doing what men do, but the boy can always be depended upon to do what his father does. There is a prejudice against boys. The community has little confidence in them. They labor under great disadvantages in trying to obtain their rights, for they imitate their elders too closely. The ideal boy seldom lives to become an ideal man.

The whole subject teaches that:

It is wrong to keep a boy from *not* doing what his father does. The way for a father to train up his son, is to go that way himself. When he goes one way, and makes his boy go another, he should not be astonished if his son jumps over into the road he is in.

It is wrong to try to warp a boy's nature out of nature. Something must yield and perhaps break.

It is not a fact that some parents and teachers know what a boy wants as well as the boy himself. The average man has little faith in the desires of the average boy. In his opinion he can be depended upon to do just about the meanest things imaginable, such as tying tin cans to dogs' tails, and putting pins in inconvenient places. This is a wrong estimate of the average boy. He is the most affectionate and reliable of all the human species if he is only decently treated.

The average man was once an average boy. The grave doctor of divinity of sixty, put pepper into his little sister's sugar when he was six. The brilliant student of constitutional law at fifty, was very likely a stupid block-head a fifteen. There is no telling how far a frog will jump when he is in a tadpole state. Wait for developments.

The new course of study in drawing which has been in use in the public schools of Brooklyn less than a year, is producing already some very practical work, and demonstrates beyond a doubt the value of teaching the pupils in our public schools the use of the simpler mathematical instruments. The work in the higher grades in some of the schools shows intelligent effort, both in constructive and decorative work, namely, a great variety of cut-out patterns for open-work balustrades, iron fences, registers, lamp shades, decorated panels, picture frames, &c., also from the developed surfaces of the geometric solids they have made application of the principles by cutting these from thick paper or cardboard and covering them with velvet, cambric or other suitable material, then by folding them in the proper shapes, making jewelry caskets, glove boxes, handkerchief boxes and other articles, both useful and ornamental.

This plan develops much original effort among the children, and many of them show decided talent for inventive work, and all appear anxious to try what they can do in construction and decoration. It is our purpose, in the near future, to visit the schools of Brooklyn for the purpose of getting materials for a full outline of their drawing work. We shall place this in full in our columns for the benefit of others who are trying to perfect their methods of instruction in this important branch of school study.

THERE is a very sharp competition for a professorship in one of our city colleges. It is to be decided by a competitive examination. Teachers and public-school men generally will be glad to hear that one of the requisites to enter the examination is that the candidate shall hold a New York State teachers' certificate. This has excluded a good many college graduates. Among them was Michael E. Devlin, A.M., of Manhattan College. On being refused admittance this candidate appealed to the state superintendent of public instruction, citing a parallel case in which ex-superintendent Neil Gilmour held a special public examination to fill the superintendency of the Geddes schools in western New York, and contending that the regular examination in July would be too late. The department of public instruction appointed Supt. Charles W. Cole, of the Albany City Schools, to conduct the examination, which covered twenty-six subjects and lasted three days. All applicants who desired were allowed to enter. The result announced Saturday gives Prof. Devlin the highest per cent. recorded in the department—96. At the close of the examination, which has made quite a sensation among the colleges, Mr.

Devlin was congratulated by Gov. Hill and Ex-Supt. Morrison upon the plucky spirit displayed throughout the ordeal, which is conceded to be very trying.

FROM the Greek literature we get the following expression: "His walk and conversation." There is a most intimate connection between a person's walk and his character. Plato says that a good soul improves the body and that he is only a polished clown who takes no interest in gymnastics.

THE second edition of the Bulletin of the National Association, at Topeka, next Summer, can be obtained by addressing President N. A. Calkins, 124 East 80 Street, New York City.

An excursion party is being organized to start from New York and Albany for Topeka, Denver, and the Rocky Mountains. While the rates are very low the advantages of co-operation will be very great. It is expected that a day will be spent at Niagara Falls, and Sunday at Chicago. All persons in New York and vicinity, thinking of going to Topeka, will do well to communicate with Jerome Allen, at this office. It will be desirable to charter a Pullman car for the entire trip, using it during any stops that it may seem best to make. In this way comfort will be increased, and expenses reduced.

THE report of the Club, in "Table Talk" will be resumed next week. The last discussion we published has attracted considerable attention. A list of its members, with their occupations, is found in "Table Talk" column this week.

We give considerable space this week to Chautauqua. As a large number of our readers are members of this famous organization, we are certain the great number who are not will thank us for presenting, in as brief a compass as possible, an outline of its history, spirit, and methods.

It is said that an Eastern teacher required her pupils to "write in twenty words the definition of 'Man.' One answer read as follows: "Man is an animal that stands up; he is not very big, and he has to work for a living."

It has been claimed that capital is tyrannical, but the last few weeks has proved that labor can also be tyrannical. When a large number of working-men organize for personal interests they have the power to dictate terms to those dependent upon them, and capital is powerless before their decisions.

THE states which have adopted the plan of requiring instruction to be given in physiology and hygiene, in all schools, with especial reference to the use of stimulants and narcotics, are as follows: Vermont, Michigan, New Hampshire, New York, Nevada, Oregon, Rhode Island, Alabama, Kansas, Massachusetts, Maine, Pennsylvania, Wisconsin, Iowa.

THE Board of Education of this city recently fined a teacher ten day's pay for striking a scholar. The "boy" weighed two hundred pounds, and was hit in such a way as not to injure either cuticle, fat, or feelings. If corporal punishment is ever justifiable, it was in this instance, but notwithstanding the extenuating circumstances, by-laws and red tape are mighty in New York city schools, and must prevail.

THE Board of Education of this city should remember that attention has been called to the subject of industrial education in the last three annual messages of the Mayor, and in the inaugural addresses of the President of the board for two years, but up to the present time, with the exception of some mechanical work done outside of school hours by boys in the grammar schools studying "natural philosophy," no further practical steps have been taken toward introducing industrial training into the public schools. Is it not time for them to move? The public is getting impatient at the delay. It may be conservatism, and it may be indifference.

DURING the past few weeks the nation has been studying the relation of capital to labor more thoroughly than during a whole century before. Object lessons are always striking ones, and those longest remembered. Here is one lesson that has been learned:

He who refuses to fill a place admits that his employer



has from that instant a right to fill it if he can, and that the employer's first duty will then be to stand by those who come forward to do the work. As long as men choose to strike instead of arbitrate, they make it the first duty of employers to protect and defend the working-men who are willing to fill the places vacated.

An exchange says that the Rev. Dr. Maclaren, of the Central Presbyterian Church in St. Paul, awoke and saw a burglar creeping into the room with a revolver in his hand. The doctor reached over the side of his bed, picked up a small stick, and, pointing it directly at the intruder, said: "Now, if you don't get out of here, I'll shoot you dead. I would hate to shoot you on Sunday, and disturb the quiet of the day, but if you don't start you are a dead man." The burglar turned on his heels, ran through the house, and escaped. Did not Dr. Maclaren use deception?

Who preaches to a larger congregation—he who addresses an audience of five thousand, or he who writes what fifty thousand read? The printing press has revolutionized the way to people's hearts and minds. In former times a book had a very limited influence, and a newspaper none, for it did not exist, but now everybody reads a newspaper. In olden times the address from the stage was the only way to influence the masses, now oratory is on the decline, and the newspaper on the increase. With its aids, the telegraphs and the short-

4. Many rules are given at an improper time and at an improper place.

5. The treatment of the whole is not in accordance with the principles of the pedagogics of to-day. In one of the grammars I have counted more than 1070 rules. What a task for conscientious students!

It is on account of this immense work, and because little or nothing of the beauty of the literature is offered to students, that so few succeed in pursuing the study until it becomes of advantage for literary or practical purposes. It is because the study is neither on a scientific nor on a pedagogical basis, that such results are brought about, and that some of the best men think that the study of modern languages does not afford such good opportunities for disciplining the mind as the study of the ancient languages. But Prof. Max Muller, of Oxford, certainly an authority, says: "It must be admitted that the modern stand on a perfect equality with the ancient languages." The present mode of study is objectionable for two reasons: First, the student is led to believe he is occupying himself scientifically. Secondly, the student is TAUGHT too much, and is not permitted to become independent. The Natural Method endeavors to avoid such mistakes. It teaches grammar, but more than the so-called grammars. It teaches grammar more thoroughly, more profitably, and more agreeably. It does not develop chiefly the memory, but it develops all the faculties of the mind harmoniously. By it we do not study words without connection, sentences with-

subservient. To-day the teacher—the man—is all. The book is a guide, a tool in his hand—no more. To-day the language is truly the object of study.

#### THE INDUSTRIAL EDUCATION ASSOCIATION.

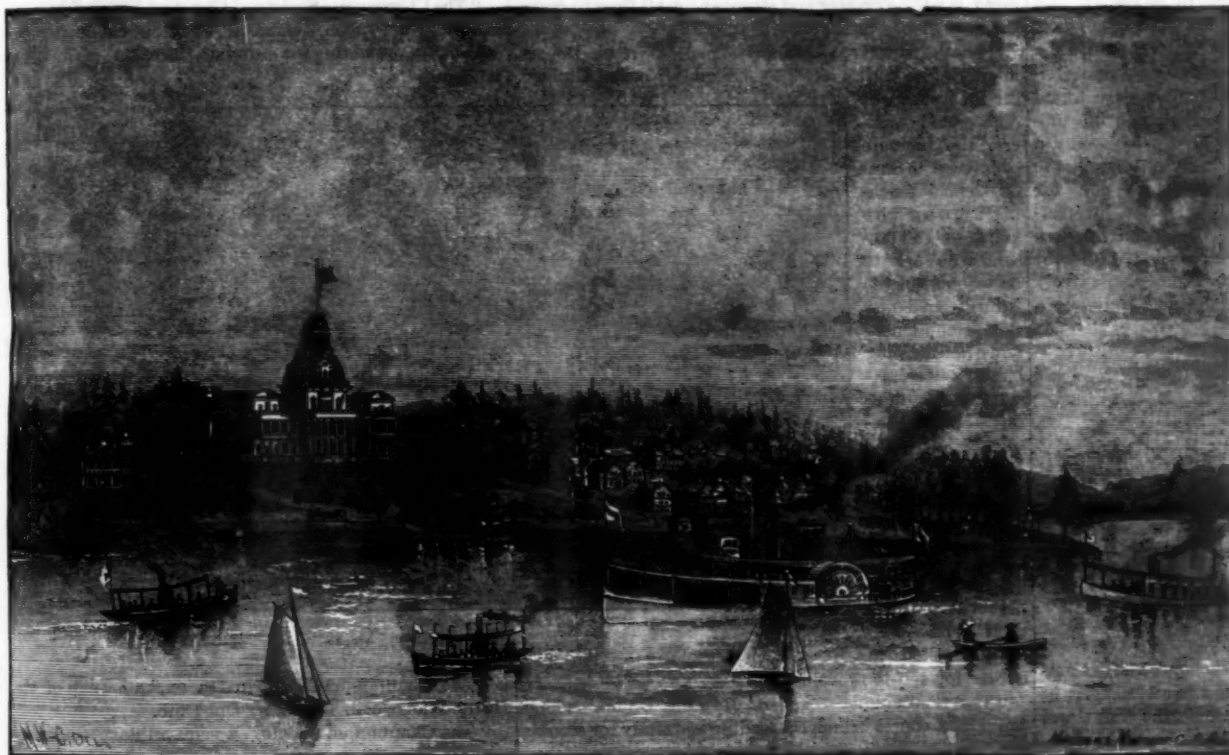
From the report of the secretary of this association, presented at their recent anniversary, we gather the following facts which will be interesting to our readers.

This association was organized two years ago. Its object is to promote the cause of manual and industrial training, by disseminating information relating to it, by securing its introduction into schools of all grades, and by training teachers and organizing classes in special branches. What has been accomplished thus far may be briefly indicated.

Through the office much valuable information has been obtained, and a large correspondence maintained. Toronto, Canada, owes the impulse of a successful movement in favor of industrial education to a normal class held under its auspices. Similar classes have been held in other cities, and classes in domestic economy have been introduced into several well-known young ladies' schools outside of New York city, while the Industrial Education Association of New Jersey is a promising offshoot from the parent society.

The classes taught during the past winter under the auspices of the association have included a total of 1,904 pupils, and the benefits of the wide influence thus extended can hardly be estimated.

The introduction of "kitchen garden" or little housekeepers' classes into mission schools, orphan asylums, and tenement houses; the development of a system of sewing, under which teachers have been carefully trained, and sent out to mission schools, and to public and private schools; the formation of classes in domestic economy in the leading private schools of New York city, and the introduction of the same practical teaching into working-girls' clubs and girls' friendly societies, are some of the means employed. Still another is the opening of a training school at 54 East Eleventh Street, where classes in industrial drawing and clay-modeling, in sewing, "kitchen garden," cooking and domestic economy, are crowded almost beyond their capacity by children who come from the public schools on Saturday and after school hours. A daily kindergarten, morning classes for ladies in some of



hand reporters, it gleams from all fields, and sends its leaves into every family in all the civilized world. It is to-day the universal educator, for it would be a difficult thing to find a man who neither reads nor takes a paper. The time is near when a teacher who does not take an educational paper will be as great a curiosity as was Barnum's woolly horse.

The profession of teaching is just what teachers themselves make it. If they want good pay, it is within their power to get it.

#### GERMAN GRAMMARS AND GERMAN TEACHING FOR ENGLISH STUDENTS.

By DR. SIGMON M. STERN.

I have lately re-examined many German grammars that are used in our colleges and schools, and here are some of the conclusions at which I have arrived:

1. Too little importance is paid by them to some of the most valuable principles of the language—too much importance to points of little consequence, the simplest things being treated unnecessarily at some length.
2. Too many rules are given, and again at times not enough rules.
3. Many rules are not always so correct and thorough as to lead to a true knowledge of the construction of the language.

out meaning; we have subjects of interest to treat. By it, we read not only single pieces or extracts, we read whole works, we enter the field of literature.

A few words about the teacher of languages: He should be born a teacher, or he should be educated to be a teacher; in fact, both is necessary. He must have love for his profession, high appreciation of language and literature, and great respect for the mind of the student. He must be a master of the language—one who can communicate his thoughts simply and beautifully. He must be clear and logical in his thinking, strong in power and patience, full of kindness, and inexhaustible in finding new ways and means.

He must be a man with open eyes, a man who has interest for everything, a man who has learned a great deal more than he is going to teach. Being convinced that ideas existed before words, the teacher of the Natural Method will start with the idea, other methods begin with the word. He will communicate ideas with the use of one language only—that which the student is learning. The true teacher of the Natural Method is *always understood*, and loses no time in his explanations. He considers the ability and strength of the student, and advances steadily towards the end at which he aims. He will enunciate clearly, speak beautifully, prepare carefully, and teach thoroughly. Formerly the book predominated; the teacher came after the book. Formerly the grammar predominated, and the language was

the above practical branches, and evening classes for girls employed during the day are likewise held. A training school for servants is also established in connection with this house, where girls are thoroughly trained in all departments of domestic service.

While practical work is thus vigorously prosecuted, the association emphasizes most strenuously the importance of its work as a bureau of information, and in rousing public sentiment in favor of handicraft or manual training. Active co-operation from principals and teachers in both public and private schools, the sympathy of the press, and the support of public-spirited citizens, indicate the success of its efforts.

Careful investigation of methods of industrial training suited for introduction into reformatories, orphanages, and asylums, is preparing the way for helpful suggestions to those eagerly seeking light upon this important phase of philanthropic work, while the same methods applied to industries for the insane, present a field of effort in which the association can render efficient aid to those in the care of this class. The preparation of teachers of industrial branches, the formation of vacation schools, and of classes for boys, and the development of schemes for industrial training in neighboring towns and villages, claim thoughtful attention and immediate effort. The possibilities of the work before the association are limited only by the funds and resources at command of the workers.





CHAUTAUQUA.

## CHAUTAUQUA.

There is probably not a nook or corner in all this country where Chautauqua is not known. From unostentatious beginnings, it has come to be the greatest summer educational and religious resort in the whole world. But its summer meetings do not constitute the element of its strength. Chautauqua circles are organized everywhere. In multitudes of small villages are found groups of studious readers discussing thoughtful subjects, and deeply interested in topics of which, only a few years ago, they were ignorant. By promoting the formation of these "circles," Chautauqua has done far more than any single organization ever started, by creating a love for good reading and thoughtful discussion. Its foundation-stone is the universal Christian Church, but upon this it has built many temples, not distinctively Christian in their character. German and Hebrew do



A FAMILY PARTY.

not belong to the church. Its Teachers' Retreat embraces a study of principles important to all engaged in the work of instruction. It is catholic in the truest and best meaning of that word.

We give this week not only illustrations of its beautiful location and surroundings, but still better, an account of its origin and work, gathered from the pens of Dr. Vincent and Louis Miller, names most intimately connected with all that makes Chautauqua what it has been and is to-day. We wish here to say that great credit is due to Mr. W. A. Duncan, general superintendent and special manager of the business and educational departments.

Chautauqua with its variety of departments is not like



THE TEMPLE.

would have made Chautauqua less than it is; and to have made Chautauqua less than it is, would have been a mistake—almost a disaster. Because of the broad and varied provisions now included in the Chautauqua movement, it will be greater and stronger for all time to come.

Let us glance at the long list:

"The Chautauqua Sunday-school Normal Department" (now known as "The Assembly Normal Union"), for the training of officers and teachers, the increase of interest in Sunday-school teaching among the youth of the present who are to be teachers of the future, and for the promotion of teacher-training by our pastors.

"The Chautauqua Teachers' Retreat," for the benefit of secular instructors, who, during a few weeks in the summer, may be quickened into new enthusiasm in their profession, and assisted in efforts for self-improvement.

"The Chautauqua Teachers' Reading Union," which provides a course of helpful reading and study for secular teachers—a course extending through several years.

"The Chautauqua (Summer) Schools of Language" (ancient and modern), for the illustration of method and the discussion of principles in connection with linguistic work.

"The Chautauqua Literary and Scientific Circle," for the promotion of reading-habits among all classes of people at their homes during the entire year.

"The Chautauqua Missionary Institute," for consultation by church people of all denominations, touching home and foreign missionary work—its importance and demands.

"The Chautauqua College of Liberal Arts," for the assistance of earnest non-resident students who are ambitious to win college honors on merit, and to this end desire to prosecute most thorough courses of study, and to be subjected to most rigid examinations.

"The Chautauqua School of Theology," for the direction of ministers, who, in connection with pastoral work, wish to secure a training as complete as that given by any other theological seminary.

"The Chautauqua Book-a-Month Reading Circle," for those who wish

a mere pile of buildings, with additions, lean-tos, unrelated edifices, and other after-thoughts, the results of unmanageable ingenuity. It is a growth and development, a provision according to the highest law, to meet the necessities which called it into existence. In this growth of twelve years, there have been no unnecessary additions. To have omitted any of them

to read in general literature under wise direction.

"The Chautauqua Town and Country Club," for the training of people, young and old, in the habits of observing and recording the phenomena of the physical world, with a view to practical experience in agriculture, and in the affairs of every-day life.

"The Chautauqua Society of Fine Arts," for teaching by correspondence and home practice the several branches of art.

"The Chautauqua Young Folks' Reading Union," for promoting among people the habit of reading good books at home.

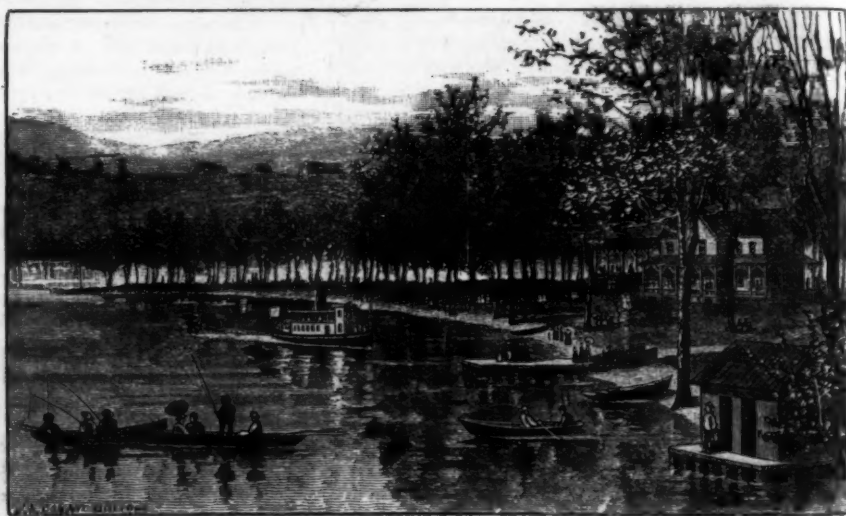
"The Chautauqua Boys' and Girls' Class," held daily at Chautauqua during the assembly, for training the children, who choose to attend, in Bible facts and principles.

"The Chautauqua Temperance Classmates," for giving lessons during the assembly, in the philosophy and ethics of the temperance reform.

"The Chautauqua Society of Christian Ethics," holding a Sunday-afternoon session at Chautauqua during the season, for presenting to youth the ethical side of Christian teaching.



STUDYING.



THE BAY.

"The Chautauqua Look-Up Legion," a branch of the Harry Wadsworth Ten Times One Club.

"The Chautauqua Cadets," a semi-military organization for boys, designed to promote physical training.

"The Chautauqua Calisthenics Corps," for the physical training of girls.

"The Chautauqua Musical Reading Circle," for the reading of books bearing on the history and philosophy of music.

"The Chautauqua Intermediate Class," for the study of biblical themes by persons who do not care to take up the normal branch of the "Assembly Normal Union."

"The Chautauqua American Church School of Church Work," for the training of ministers and laymen in a broad and comprehensive system of practical theology.

"The Chautauqua Press," which embraces all publications, periodical and permanent, issued under the auspices of the Chautauqua University in any of its departments.

These associations, with more or less compactness of



READING OUT.



organization, enlist a variety of people. They are so wisely classified and adjusted as not to clash with each other. Persons interested in any one branch of study or effort find it more to their liking to have a department under the auspices of which that single branch may be taken up and pursued. Having completed one, they find it pleasant to begin another, and become in the transitions identified with successive departments of the one great Chautauqua work.

#### ITS DESIGN.

Chautauqua was founded for an enlarged recognition of the Word. What more appropriate than to find some beautiful plateau of nature's own building for its rostrum, with the sky for its frescoed ceiling, the continents for its floor, the camp-meeting spirit of prayer and praise for its rostrum exercises, the church-school for thought and development? It was, at the start, made catholic as to creeds; not undenominational, but all-denominational,—a place where each denomination or organization, as at the great feasts, brings its best contribution which the particular order would develop as a consecrated offering for magnifying God's word and work; and, when gathered, each to bring its strongest light, and with the lights blending, and the rays strengthened and focussed, with square and plumb, with compass and sun-dial, with telescope and microscope, with steam-engine and telegraph, with laboratory and blackboard, with hammer and spade, search out the deep and hidden mysteries of the Book.

The original intention was to make Chautauqua an international centre,—a place where the highest officials in all spheres of life should come to give the Book that recognition which would magnify it in the eyes of all the people, so that every citizen throughout the land should have a higher appreciation of the church and church-school in their midst. The visit of that greatest of generals and statesmen, U. S. Grant, while president of the United States, had a significance beyond a mere general and pleasure-seeking purpose. When the presentation of the Bible, by the chancellor of Chautauqua, was made, its true purpose became apparent. The acceptance of the Book by that great man, in silence, had the appearance of indifference in interest; but that great heart being too full of gratitude for utterance, silence became a higher tribute than words, and may it ever stand as a seal of humble and highest recognition.

It was the purpose that the scientist and statesman, the artisan and tradesman, should bring their latest and best to this altar of consecration and praise; that the tourist and pleasure-seeker should here stop and find their best place for reveries; when thus strengthened, to return to their respective fields, and there, through the year, weave into the fibre of the home-work the newly gathered inspiration and strength.

The Chautauqua Educational Meetings are divided into three parts—the Chautauqua School of Languages, the Chautauqua Teachers' Retreat, the Chautauqua Assembly. The former department opens July 10, and continues for six weeks; the second opens on the same day, and continues three weeks. The School of Languages comprises classes in German, (beginners, intermediate, and advanced), of which the professor is Prof. H. J. Schmitz, of the Adelphi Academy of Brooklyn, N. Y. The French department, with the same sub-division of classes, is under the charge of Prof. A. Lalonde, formerly of Dr. Sauveur's school. There are classes in English literature and Anglo-Saxon under the charge of Prof. W. D. McClintock, Ph.D., of Johns Hopkins. The Latin, Greek, and Sanscrit departments are under the charge of Dr. W. R. Harper, who also has charge of a special school for Hebrew during the Chautauqua season. The schools of Latin, Greek, and Sanscrit have a faculty of seven professors, representing some of the leading educational institutions of the country. Supplementing the courses in Latin and Greek, there will be regular university lectures on subjects allied to the class-room recitations.

At the same time with the School of Languages and the Teachers' Retreat there is also an attractive program of general meetings, including lectures, concerts, and various attractions, which form a pleasant means of recreation to students in the summer schools. The recitation is usually done in the morning, leaving the rest of the day free for attending the general exercises just referred to.

The Chautauqua Teachers' Retreat is a sort of Pedagogical summer school destined to give normal training to secular school teachers. The department is instructed by Dr. J. W. Dickinson, of Boston, and several of his assistants. In addition to the various meetings, conferences, and discussions held in connection with the Chau-

taqua Teachers' Retreat, there is what is called the Chautauqua Ideal Summer Trip Abroad, a plan by which the members of the Teachers' Retreat and School of Languages study a given route of continental travel, holding what are called "tourists' conferences," attending brilliant illustrated lectures on the architecture and scenery of the ideal trip which is being outlined, and now and then having social receptions in the hotel parlors, where views, books of travel, and reference books of all kinds are to be found in abundance. Besides such receptions as these, there are the nights set apart for German and French receptions at which time the members of the various classes in the school of languages are enabled to practice in conversation. The method pursued in the school of languages is essentially the "natural method" introduced by Prof. Sauveur. The schools have met with excellent support, and are in general plan, as far as the mere school-work mentioned, very much like the other summer schools. The great attraction, however, which Chautauqua can offer in the form of its general program makes the Chautauqua Summer Schools much more varied than summer schools merely held in towns and cities throughout the country.

#### GERMAN SCHOLARS.

By OSCAR BROWNING.

If any one imagines that the pupils of German schools are near-sighted, narrow-chested, and weak-backed, he is greatly mistaken. The Germans, following the advice of Aristotle, do not confuse bodily and mental training. Hard brain work in the school is followed by hard physical work in the army, and there is not a finer set of men in Europe than the German officers. The dangers of over-pressure in Germany are well understood, and are carefully guarded against. It is upon a system of this kind that the prosperity and the advance of Germany are based. Admirable technical schools of every kind exist in abundance, but they are founded, as good technical education only can be founded, upon a sound ground-work of general instruction. From these seminaries are turned out the army of German clerks, German artificers, German artists, and German men of science who honeycomb the activity of England. A German clerk writes and speaks several languages fluently, understands book-keeping, commercial correspondence, and geography, and works for little or nothing. When he has learned all he desires to know, he sets up for himself. Ask an English clockmaker to explain a new piece of mechanism, and he will call his German workman to do it. A German music-master will teach several instruments in a school at a salary of £100 a year. Germans teach science at our universities, and even French.

#### PROFESSIONAL REQUIREMENTS.

By Supt. C. E. SURDAM.

Pres. N. Y. State Teachers' Association.

Fifty years ago pulpits were practically accessible to all or to any who were faithful to defend tenet and creed. The lawyer carried his whole law library under his arm, was looked upon with suspicion, and the jury rendered its verdict, not according to the evidence, the rulings of the law, but according to their own ideas of justice. The doctor carried an entire pharmacy in his saddle-bags, looked at the tongue, guessed at the disease, and on general principles, proceeded to bleed, blister and physic. The "Master" could read, spell, write, and cypher in the "rule of three," and being physically strong could generally preserve order. He did the best he could, and was generally regarded as the most important man in the district. In Colonial days the master was also "Setter of Psalms" and "Comforter of the sick."

To-day, no man can regularly gain admittance to the ministry of any church without special and thorough preparation at some theological institution, or without at least three years of biblical, theological, ecclesiastical, historical, and philosophical reading. The profession of theology includes many of the wisest, noblest, and purest of men, men of broad culture, liberal minds, and big hearts—and they receive fair remuneration for their services.

The profession of law is inferior to that of theology in both literary and professional qualifications, but its ranks are well guarded, and those only can gain admittance to the bar who have been graduated at some law school, or have passed an examination before Supreme Court Judges, after three years study and training in a law office, and recently the standard has been raised so as to require an academic or high school education of all candidates.

The medical profession has undoubtedly outstripped the others in its onward march toward perfection, and to-day no person who cannot show a diploma from some medical school can practice or prescribe for any person or disease whatever. Their greatest men, too, are specialists; and recent attainments in surgery are marvels of professional skill.

In general terms, the three great professions require and obtain *thorough preparation, legal recognition, high social standing, and proper remuneration*. But what can we say of the profession of pedagogy?

Of the thirty-one thousand teachers in this state, only about one in twenty-four graduated at any normal or training school, or in other words, were professionally qualified for teaching. This, however, does not include graduates of teacher's classes, of whom there are quite a large and constantly increasing number.

It is true that teachers have been very much improved by teachers' institutes and associations, and by educational papers and works on the philosophy of teaching; and upon those who avail themselves of these important helps we rest our hopes. Although they may have acquired much of their present ability at the expense of the children who have been intrusted to their care, we have for them no word of censure; for they meet the requirements of law and public sentiment, have continued to advance, and stand ready to take higher professional grounds when called upon to do so. But it is also true that there are thousands of teachers who did not spend a dollar or a day in special preparation for the responsible office which they have assumed, and would not avail themselves of any of the means of improvement were they not compelled by law or public sentiment to do so. While everything around them moves on, they stand still or retrograde; and if the stern hand of justice should remove them from the profession to which they have contributed neither honor nor good repute, we would have for them no words of sympathy.

If the above be true we would present a decidedly shabby appearance alongside of the three great professions. As long as this state of things exists, how can we expect to obtain legal recognition, and to have the public schools, with all their sacred interests, placed under our control?

Rather may we expect—as now—to be examined by persons who know very little about the principles which we ought to practice; to have our work inspected by those who know less about it than we do; to be employed by trustees who may dismiss us from their service for cause or without cause; and when we urge politicians at home and in our legislature to give us practical schoolmen for county and state superintendents, we may expect them to turn a deaf ear to our entreaties.

How shall teaching become a profession? Theology, law, and medicine have attained their present enviable condition through the efforts of their own members, and we must find within ourselves the power to raise ourselves. Some of the obstacles in our way are: frequent changes and brief terms of service; the inability of the public—trustees especially—to properly discriminate between good and poor teachers; the indifference among teachers themselves, and the further fact that our ranks are practically open to all, without much regard to present or previous conditions.

But the demand for broader qualifications and for protection from frauds and pretenders is coming up from all quarters. The question is being agitated at almost every meeting of teachers. Chairs of pedagogy have been established in the universities of Michigan, Missouri, Iowa, Nebraska, and Wisconsin. Every college in the land should have a department of pedagogy, so liberally endowed as to draw the ablest men into the educational field; and these colleges should furnish men of rare ability for institute conductors and normal school teachers.

Institutes should be for the discussion of new methods and advanced ideas, and normal schools should be much more numerous, and, as in Germany, should be training schools only. Supervision from the state down should be in professional hands and managed on Civil Service principles.

The teacher should be all that he now is and much more. He should be perfectly familiar with the subjects to be taught and all improved methods in teaching. He should know enough of mental and moral philosophy and psychology to understand principles and apply right methods. He should know that education is not a mere expansion of memory, but a symmetrical development of the whole child—body, mind, and soul.

The spirit that guided Arnold, of Rugby, cannot die, and since and before the days when Pestalozzi laughed and wept, and played and prayed with the homeless,



friendless waifs at Stanz, teachers have been found who loved the children. Love, deep and abiding, for the present and eternal welfare of our pupils, is our highest qualification, and must be our inspiration—our guiding star, and the sign by which we may hope to conquer.

## THE SCHOOL-ROOM.

### OUTLINE LESSON ON ALCOHOL.

I. Propositions.—1. In small quantities, a *stimulant*. 2. In larger quantities, an *intoxicant*. 3. In large quantities, a *poison*.

Explain the terms italicised. Refer the pupils to familiar illustrations. Explain the cause of *delirium tremens*, and show the evil effects of alcohol on man's moral powers—show the class that it does not produce warmth; read them the statements of various explorers and other authorities.

#### II. Effects on different organs:

##### Bones.

1. Checks the growth.
2. Causes bone diseases, inherited by scrofulous children.

##### Muscles.

1. Destroys nourishment.

2. Changes the muscle into fat and produces flabbiness and feebleness.

##### Circulation.

1. Increases but enfeebles the heart-beats.

2. Dilates the blood-vessels.

3. Changes the muscles of the heart to fat.

4. Produces apoplexy and other injuries.

5. Shrinks the blood-disks.

##### Digestion.

1. Irritates and hardens the mucous membrane by absorbing the water.

2. Destroys the gastric juice by precipitating *pepsin*.

3. Changes the gall of the liver from yellow to green or black, and from a thin fluid to a thick one.

4. Gives rise to incurable "hob-nail," "gin-liver," and usually the cause of "Bright's disease of the kidney."

##### Respiration.

1. Destroys the tissues of the air-cells.

2. Produces alcoholic consumption.

3. Destroys the muscles of the diaphragm.

##### Nervous system.

1. Excites, and then paralyzes.

2. Deadens the senses.

3. Leads to paralysis, epilepsy, and insanity.

#### III. Experiments.

1. After showing the amount of water in the human body, half fill a glass with water; fill the rest of the glass with alcohol, stir and notice that the glass is not full. The alcohol has taken up the water. Apply to human body, and relate the case of St. Martin.

2. Obtain gastric juice from the stomach of some animal, pour in alcohol, and notice the pepsin precipitate.

3. Show the class animals preserved in alcohol, just as food is prevented from dissolving in the stomach.

4. Into a glass containing the white of an egg pour alcohol. Notice that it is fluid at first, but gradually hardens. Show the class that the various stages of hardening represent successively the brain of the moderate drinker, the drunkard, and the total wreck.

W. EDGAR TAYLOR.

Amity Col., Iowa.

### SUGGESTIONS FOR LESSONS.

#### I.

Apparatus.—Black-board, tray with sand, clay, and jug of water.

Question.—What becomes of all the rain? Answer.—Some is dried up, and some sinks into the ground.

Show that sand is *pervious*, and deduce the meaning of *pervious*. Contrast clay with sand, illustrating with water. Draw an outline of a hill, part sand and part clay; ask how far the rain-water can soak. What will happen when the water meets the clay? When will the water come out? Elicit that because water *springs* from the ground we say a *spring* is formed. Suppose you saw running water a little distance from a spring. What would you call it? Spill water in two places on a tray; tilt the tray so that the streams meet, showing

that the volume of water at the junction is equal to the sum of the first two volumes.

Refer to a neighboring stream, if possible, and derive the lesson; "many a mickle makes a muckle."

Can you run quicker away from the banks of a stream or to it? Why? The ground slopes to the stream.

A spring is often the *source* of a river. What is meant by "source"? Beginning. The opening of a river into the sea is called its *mouth*. Which will be higher, source or mouth?

#### II.

Prove by objects that seventy-eight cents is made up of two twenty-five cent pieces, two ten cent pieces, one five cent piece, and three cents.

Prove that if I were to break seven sticks each into four pieces, how many pieces should I have?

I gave twelve marbles to three boys, so that each boy had the same number, what was that number?

What part of an apple would be half of a third? One quarter of an apple was equally divided among three boys, what part of the whole would each boy get?

#### III.

Teach direction as determined by the sun.

Show how a sailor finds his way at sea when neither sun nor stars can be seen. For older pupils *teach*, not tell, that the earth is a magnet.

Show that expansion and contraction correspond generally to increase and decrease of heat.

#### IV.

Write the following sentences on the board. After each write the part of speech of the italicised words.

Pupils compare other sentences containing same words; write them on paper or board for correction.

The travellers *long* for home.

The way is *long*.

As we *near* the shore, trees can be distinguished.

Our house is quite *near*.

McClellan was at first successful, *but* was finally defeated.

The attempt would have been made by none *but* Grant.

Henry was *but* wild, not vicious.

That man is to be feared.

Evil be to him *that* evil thinks.

John said *that* they might as well ask of him the crown.

Sweetly singing, the lark *rose*.

The *rose* is queen of flowers.

The *fly* clears away corrupt matter.

Swallows with ease *fly* sixty miles an hour.

#### V.

This "scheme" is put on the board as the subject is understood. Other countries can in the same manner be studied, and the various states considered after a similar model. It is an excellent aid if properly used.

Colony.	Climate.	Animal.	Vegetable.	Mineral.
India.....	Tropical and sub-tropical.	Wool, hides, cashmere, ivory.	Rice, wheat, cotton, flax, hemp, coffee, spices, timber.	Gold, copper, iron, salt, coal, nitre, precious stones.
Dominion of Canada....	Temperate and Frigid.	Meat, fur, fish, oil.	Corn and vegetables.	Copper, coal, marble, petroleum.
Australia...	Tropical and sub-tropical.	Wool, hides, mutton.	Corn, cotton, Queensland.	Gold, copper, lead, iron, coal.
Cape Colony	Sub-tropical.	Wool, hides, ivory, ostrich feathers.	Corn, wine.	Copper, diamonds (N. of Cape Colony).
West Indies.	Tropical.	Turtle (Bahamas).	Sugar, rum, cotton, tobacco, coffee, dyes, fruit, timber.	Copper, tin, small quantities, salt.
Gibraltar....	Sub-tropical.	Rabbit, woodcock, partridge.	Orange, lemon, acacia.	

### ADVANCED READING.

First get the pupil interested in what he is going to read about. See that he understands all the new words, and gets the thoughts of the writer. He may be absolutely correct in his pronunciation, articulation, enunciation, inflection, tone, pause, harmony, rhythm, and emphasis, and yet fail to catch the meaning and spirit of what he renders.

A good way to cultivate thought is to occasionally ask the class to turn to an entirely new selection, each read a paragraph, and then give the thought in his own language orally. Another is for the teacher to read a selection to the class once, and let each pupil write out

the ideas, using his own words. These reproductions may afterwards be read aloud. Changing poetry into prose is also a good exercise.

Interest in the writer of a piece will add interest to the selection. Ask the pupil the name of the writer, and give some anecdotes concerning him, something of his life; what was his aim in writing, etc. Do not make this tedious, but as interesting as possible.

Bolivia, N. Y.

J. E. MCCARTNEY.

### PRIMARY PHYSIOLOGY.—THE MUSCLES.

Bring to the school-room a piece of meat which shows the fibres distinctly. Let the children feel their bodies and tell what is over their bones. Give term, muscles, for flesh. When rich people want things done in their houses, whom do they ask? When we want our bones moved, what part of the body do we ask? Call the muscles servants—well-trained servants, too, who not only do our bidding promptly and well, but also anticipate and work without orders. When servants love their masters and mistresses, do they always wait to be bidden or told what to do?

Speak of our two classes of servants, the voluntary and involuntary. When we want to move arms or legs, to what muscles do we speak? Let them place their hands on their hearts; ask what they feel. What makes the beating? What forces the blood? Do we tell the heart to beat every moment? What other muscles move with it being told?

Have two short sticks fastened together with pieces of rubber, drawn very tightly. Place the sticks at right angles by drawing one piece tighter than the other. Move the sticks back and forth as we draw and extend the arm. Ask what the rubbers do. Which shortens when drawn up? Which lengthens? Have them feel of their arms and bend them. Which muscles shorten? How is the shape altered? What quality have they?

Show the fibres of the meat; tell them our muscles are also made up of many fibres. Show them with thread and rope how the many fibres give strength.

To what race, as to color, do the muscles belong?

Speak of the great number of muscles in the body, where they are largest and where they are smallest. How they are fastened to the bones, and why with tendons and cords.

What kinds of business make strong muscles? Why? When we exercise, how does the body grow? Why?

New York.

ANNA JOHNSON.

### NUMBER WORK.

Place a problem like the following before the class: What will 3 boards cost at 8 cents apiece? Give the pupils some toy pennies, or if none can be had, objects to be regarded as pennies. Say to the class:

This problem tells you the price of a board. You may show me pennies enough to pay for one board."

The pupil shows eight cents, and is told to lay them upon a board on the floor, supposing that that is the board paid for; eight more upon another; and eight upon another. The cost of the three is then before him. Pointing to one of the eights, the teacher says: "What do you see here?" "Eight cents." "What is this the cost of?" "One board." "What then does one board cost?" "One eight." "What will two boards cost?" "Two boards will cost two eights, which are sixteen cents." "What will three boards cost?" "Three boards will cost three eights, which are twenty-four cents."

Continue with problems of this kind until the pupils can perform them as well without the objects as with. Then give them problems like the following: At eight cents each, how many boards can be bought for sixteen cents? Pointing to one of the eights, the teacher asks: "What does one eight buy?" "One eight buys one board." "What does two eights buy?" "Two eights buys two boards." "Three eights?" "Three boards."

To teach reduction of fractions to lowest terms:

Let the pupil fold paper into equal parts, and tell what the parts are called; what part of the whole each part is; what part of the whole two parts are, etc. Let them tell how many eighths are equal to one-fourth. If two eighths make one-fourth, what do four eighths make? What part of the whole is two-fourths?

C. E. BRAINERD.

CAN you draw a line the length of one side of a cord

foot?

" " draw a line the length of one side of a cubic

foot?

" " draw a vertical line a foot long without a

measure?

" " draw a horizontal line a foot long without a

measure?

F.



## TABLE-TALK.

The following are the names and peculiarities of the the "Club." The recent interesting discussion we reported is first of several that are to follow. Next week we expect to give one on "Strikes," in which we shall report the substance of GOODE's remarks on the "Duty of Teachers to Strike."

Adams. A capitalist, an old man.  
Brown. An old Californian; poor health.  
Campbell. A grocer, very fat.  
Drew. A civil engineer, very lean.  
Everett. Manager of a daily paper.  
Farwell. Merchant, rich.  
Hartwell. No business, bachelor.  
Iverson. A broker, strong temperance man.  
Jacobson. Railroad man, a little inclined to drink.  
Krafft. A retired minister, widower.  
Goode. Teacher, principal of a public school.

## GENERAL EXERCISES.

## MORE ABOUT SWITZERLAND.

(From last JOURNAL.)

## NATURE IN SWITZERLAND.

## Alpine Sunsets.

Often at the close of a rainy afternoon, the clouds, just before the sun goes down, break, roll up, sometimes disperse, as if by magic, in the glory of these crimson rays that come darting upon them, and piercing every rift. Many a time have I watched the vapors around a mountain peak curling lightly upwards and melting away into the sky, till at last the unclouded summit glowed with flushes of orange or rose, ere it grew pale and dead in its shroud of fresh-fallen snow.

From T. G. BONNEY's *Alpine Regions*.

## The Golden Eagle and its Eyrie.

High up among the steepest cliffs of the Alps the golden eagle builds its eyrie. It is the fiercest of all birds, no one can tame its wild spirit, and it seems to have a spite against men for daring to come near its dominions. It uses such caution in going to and from its nest that it can seldom be found, and when it is, to attempt to go near it is dangerous business. If the old eagle finds any one in the vicinity of its eyrie it swoops down upon him, tears fatal gashes in his flesh with its talons, and splits his head open with one blow from his powerful beak.



(This cut is from "Steele's Fourteen Weeks in Zoology," published by A. S. Barnes & Co., New York.)

## The Chamois.

Its agility is something extraordinary. It can spring across chasms six or seven yards wide, and with a sudden bound leap up against the face of a perpendicular rock, and merely touching it with its hoofs rebound again in an opposite direction to some higher crag, and thus escapes from a spot where, without wings, egress seems impossible. When reaching upward on his hind legs, the fore hoofs resting on some higher spot, it is able to stretch to a considerable distance, and with a quick spring will bring up its hind quarters to a level with the rest of its body, and with all four hoofs close together, stand poised upon a rock not broader than your hand.

The gambols of a herd of chamois are most pleasing; they leap up, springing like skip-jacks from their long hind legs, run round and round, up and down and even sideways, with great nimbleness, reminding one not a little of the antics of a party of lambs. If disturbed, they gaze fixedly toward the spot whence the noise comes till they have discovered what is wrong; then, unless danger is imminent, with a shrill "pew" move up leisurely toward their rocky fastnesses, halting now and then to look back, and again uttering the cry as they renew their march.

—From T. G. BONNEY's *Alpine Regions*.

## TRAVELS AND ADVENTURES IN SWITZERLAND.

A Tourist in Disguise. The simple people of the mountains are quite shy and rather suspicious of strangers; so that the best way for a traveler to become acquainted with their lives and characters, is to dress as they do, speak their language, and be one of them. Mr. Grohman, a traveler, who has written a great deal about these people, did this and met with some very funny adventures while so disguised. "One day," he says, "as I was lying full length on the short grass basking in the warm afternoon sun on the heights of this (the Malreier Thor) pass, I perceived a group of tourists slowly climbing the narrow path. I retreated to a patch of rhododendrons a few yards off in order to be out of the way, and was just taking up my rifle in order to turn my steps Kals-ward, when a hasty exclamation from one of the ladies made me hasten to get away. She wished to sketch me as a typical Tyrolean chamois-hunter. The brother ran after me, but I excused myself, in German, of course. I was pressed for time, and had a walk of two or three hours before me. But this only got me in a worse scrape." The result was that, finding he was going their way, he was "pressed into service," obliged to carry their bundles and shawls, and pilot them to Kals. Just before he reached the hotel, where he was well known, he attempted to get away, but a friend happened along just at the moment and let out the secret of his identity. The tourists made many apologies and all went off to dinner and had a merry time.

## Eagle Hunting.

A traveler, fond of wild adventures, once heard that a golden eagle's nest had been found in his vicinity. He engaged six strong wood-cutters to go with him, and in a few hours reached the place. By means of strong ropes he was lowered to the nest. Two young eagles were in it. He secured them and gave the signal to be pulled up, and was slowly raised from the cliff where he had stood. A dark object came whizzing down past him, but he supposed it was a stone and paid no attention to it. Suddenly he found that he was not ascending, the pulling had ceased. He waited and waited, but the rope did not move. He shouted and thought he heard a faint response of "wait," "patience." He waited an hour, two hours, and still he was suspended over the frightful rocks, a thousand feet below, in danger every minute from an attack from the old eagles if they should return. To make matters worse, a terrible storm came up. He was soon drenched to the skin, and the lightning played around him as if in mockery. Two more hours passed; the storm had cleared away, and still the rope did not move. At last he felt it moving again; in a few minutes he was on the rock above. Then they told him what the trouble had been. The falling object which he had scarcely noticed was the wooden block that had been placed on the sharp edge of the rock, over which the rope passed, to keep it from being cut. They did not dare to continue pulling after that fell, for fear of wearing out the rope and dashing him at once to destruction. So one of their number went to the nearest tree, quite a distance away, felled it, and was bringing it up, when the storm came on. A flash of lightning so stunned him that it was a long time before he recovered enough to join the men with the wood. Then a new block was made, and he was pulled safely up.

## The Eagle.

He clasps the crag with hooked hands,  
Close to the sun, in lonely lands,  
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

—TENNYSON.

## GOLDEN THOUGHTS.

The sunshine is a glorious thing,  
That comes alike to all,  
Lighting the peasant's lowly cot,  
The noble's painted hall.

Think not of far-off duties,  
But of duties which are near;  
And, having once begun to work,  
Resolve to persevere.

He who is honest is noble,  
Whatever his fortunes or birth.

—ALICE CARY.

But whatever you are, be true, boys!  
Be visible through and through, boys;  
Leave to others the shamming,  
The cheating and palming,  
In fun and in earnest, be true, boys.

Stone walls do not a prison make,  
Nor iron bars a cage;  
Minds innocent and quiet take  
That for a hermitage.

Fill up the hour with what will last;  
Buy up the moments as they go;  
The life above, when this is past  
Is the ripe fruit of life below.

—BRYANT.

Think truly and thy thought  
Shall the world famine feed;  
Speak truly, and thy word  
Shall be a fruitful seed;  
Live truly, and thy life shall be  
A great and noble creed.

Is it worth while that we jostle a brother  
Bearing his load on the rough road of life?  
Is it worth while that we jeer at each other  
In blackness of heart?—that we war to the knife?  
God pity us all in our pitiful strife.

—JOAQUIN MILLER.

## THE THINGS OF TO-DAY.

The bill reported from the House Committee on Foreign Affairs, providing for an international conference, authorizes the President to invite the Governments of Mexico and Central and South America to join the United States in a conference to be held in Washington for the purpose of discussing and recommending some plan of arbitration for the settlement of disagreements and disputes that may hereafter arise between them, and of considering questions relative to the improvement of business intercourse between them.

Latest reports from the Minnesota cyclone place the number of killed at 75, and the wounded at 125. Four hundred houses at Sauk Rapids were torn down in five minutes.

SENATOR LOGAN made an eloquent appeal recently for the abolition of secret executive sessions. In this particular Mr. Logan represents the free, open, democratic sentiment of the country.

San Marino, in North-east Italy, is the oldest and smallest republic in the world, and after an existence of fourteen centuries it has suddenly awakened to the progress of the times and has contracted for a line of railway which "will traverse the entire republic." That is, if it goes straight across the country it will be twenty-two miles long. It is a government enterprise, and probably will result in an increase of the revenue of the republic, which is less than \$15,000.

SPEAKER CARLISLE recently appointed the committee under the Curtin resolution, which is to investigate the labor troubles in the west.

Lord Harrington objects to Mr. Gladstone's plan of settling the Irish question because it modifies the organization of the Empire without any previous expression of judgment from the English voters. The House of Commons has no right to initiate legislation of such importance without first ascertaining the will of the country on the subject.

Mr. Chamberlain, M.P., urges four objections to the proposed legislation: it excludes the Irish members from Westminster; it renounces the exercise of the right of imperial taxation; it surrenders the appointment of judges and magistrates; and it confers supreme authority on the Irish Parliament in all matters not specially excluded from its jurisdiction. Rather than vote for this scheme, Mr. Chamberlain said he would vote for separation pure and simple.

The New York Times is responsible for the statement that we collected in twenty years twenty million dollars in taxes on foreign lumber, which is in effect a bonus to encourage the cutting of trees, while we have during the same time given thirty-five million acres to encourage tree-planting. Imagine a father paying his son a dollar for every tree he cuts down, and a dollar and a half for every tree he plants in the same park. That is what we are doing now!

There were recently two thousand four hundred and twenty-seven arrivals at Castle Garden, a majority of them Germans. This is by no means the largest day's work ever done there, but the total is enough to depopulate a large village in the Old World, and build up one in the New. There are many places famous in history without one-half of that number of inhabitants.

London dispatches say: "It is believed in government circles here that Turkey, rather than go to war, is willing to cede territory to Greece in accordance with the Berlin treaty."

Strikes are costly. An editorial in the *Age of Steel* represents the loss to the whole Southwestern region as very great. It estimates that the railroad supplies of the Missouri Pacific for the months of March, April, and May, would have involved an outlay probably of \$2,000,000, no part of which the company is now willing to make; that the agricultural implement manufacturers have suffered heavily from inability to reach the agricultural regions in time for this season's work; and that building operations have come to a standstill, one estimate placing the amount of capital ready for, but withheld from, new buildings at \$5,000,000.

The difference between France and the United States is very great, while our own national debt has been steadily diminishing, that of France has been steadily accumulating. It is now roughly estimated at about \$5,000,000,000, and the Government, in order to meet its floating indebtedness, is about to add to this immense liability the further sum of nearly \$400,000,000. This will provide for 1886-87, with the depressing prospect of a further addition in the following year. Unfortunately, France is just now ill prepared to bear its heavy burden. The wine industry is prostrated; in the sugar market German competition is carrying all before it; and in wheat and meat, India, Australia, and the United States are making steady inroads upon French production. These circumstances combine to create a general commercial depression, and this in turn reduces the income from taxation at the very time when the debt is steadily rising and the interest account steadily increasing.



## EDUCATIONAL NOTES.

## FOREIGN—JAPAN.

Mrs. JAMES KING NEWTON writes in *The Independent* of the good that has come to the women of Japan since the introduction of the American common school. She says: "The number of girls in the common schools in 1882 was 690,000, and there were 3,300 women teachers. This does not include those studying with private teachers, or in private schools, which the higher classes mostly prefer. In many of those families, whose sons are abroad in Europe and America, the daughters are receiving at home such instruction as they can get in those languages which will enable them to keep in communication with their brothers, and in sympathy with them. I know of a family where three or four sisters write to their brothers in this country in English." Mrs. Newton further observes that the education of women in the middle and lower classes is not at all keeping pace with the education of men. Effort seems to be needed in influencing parents of those classes to attend to the education of their daughters, and steps have been taken to induce the government to make a certain standard of education compulsory.

## COLORADO.

In some portions of Colorado, teachers have to travel 250 miles to reach the county-seat in order to pass the teachers' examination. The convention of county superintendents, April 15, was a successful meeting. About half of the county superintendents were in attendance. The work of the county superintendents: "Arbor Day," "Improvement of our Country School," "County Superintendents' Meetings," and "Teachers' Conventions," were some of the vital topics discussed. State Supt. Cornell is deserving of great credit for calling this convention, the first ever held in the state. Since 1878 Greeley has followed the practice of selecting a lady member of the school board, and it has had the effect of interesting the mothers more thoroughly in the matter of school work and management, and at the same time the lady member has been an invaluable aid in the matter of the selection of teachers. So far in their experience she has not failed to bring to the position the necessary business qualifications.

## FLORIDA.

The Orange Co. Institute at Apopka, was well attended, the teachers, in a body, expressed their gratitude to Supt. J. S. Beeks, for his untiring efforts in behalf of the teachers, also to Dr. Y. H. Mason and J. M. Stuart, for their able addresses. The chairman, Prof. D. Y. Hoyt, and the secretary, Prof. R. M. Smith, also came in for a vote of thanks for their faithful discharge of duties.

## INDIAN TERRITORY.

The school system of the Cherokee nation is something of which they are justly proud. Their male seminary, one and a-half miles from the capital, is a fine building three stories high, with an observatory, from which one can have a fine view of the country for many miles around. The tuition is free, and the books are furnished by the nation. The number in attendance last term was 158. All the higher branches of an academic course are taught in this institution.

The female seminary, four miles southeast of Tahlequah, is similarly constructed, with an attendance of 150. The principal, like the principal of the male seminary is white, but many of the assistant teachers are Cherokees.

## LOUISIANA.

The closing exercises of the State Normal School, at Natchitoches, took place April 28. An institute, conducted by Dr. Sheib, of the Natchitoches State Normal School, will be held at New Orleans, June 14-18. He will be aided by his corps of assistants, and Col. Nicholson will contribute some lectures on arithmetic. Supt. Sheib has secured Prof. Alonzo Reed, author of Reed & Kellogg's grammars, to assist in the coming institute work.

## MICHIGAN.

The Van Buren Co. Teachers' Association meets at Lawton, May 7 and 8. J. E. Lemon, formerly of the Rock school, Lansing, has been appointed principal at West Bay City high school. Supt. C. T. Grawn, of Traverse City, has been unanimously re-elected at an increase of \$300 in salary. The Ann Arbor University has eleven Japanese students in attendance. The latest arrival was M. Mishima, son of the president of the university of Tokio.

## MINNESOTA.

The following institutes have been appointed for the month of May:

DATE.	COUNTY.	PLACE.	INSTRUCTORS.
May 3,	Cottonwood,	Windom,	T. H. Kirk, S. E. Sprague.
May 3,	Dodge,	Dodge Centre,	J. T. McCleary, W. W. Pendergast.
May 3,	Benton,	Sauk Rapids,	C. W. G. Hyde, E. K. Jacques.
May 10,	Meeker,	Dassel,	C. W. G. Hyde, W. W. Pendergast.
May 10,	Wilkin,	Breckenridge,	J. T. McCleary, E. K. Jacques.
May 17,	Brown,	New Ulm,	J. T. McCleary, T. H. Kirk.
May 17,	Waseca,	Waseca,	C. W. G. Hyde, S. E. Sprague.
May 24,	Yellow Medicine,	Canby,	C. W. G. Hyde, T. H. Kirk.

## NORTH CAROLINA.

Commencement exercises at Zion Wesley College, will take place, May 31, and June 1, and 2. Pres. J. C. Price has been very successful in raising funds for the building. The Hon. Wm. E. Dodge gave \$5,000 on condition that twenty more were raised. This has been done, and the institution is now in working order. The next meeting of the State Teachers' Association will be held at Kittrell, July 7.

## NEW HAMPSHIRE.

GEO. A. DICKEY, well known as assistant clerk of the house of representatives for the past two sessions, has been engaged as principal of the graded school in ward 1, Penacook. Mr. Dickey has been very successful as principal of the Hillsborough Bridge schools. Miss Mary Stanton has been elected teacher at the high school at Manchester, at a salary of \$500 per annum, and Miss Minnie E. Littlefield has been elected a substitute at the same institution. A portrait of the late Prof. Proctor, the accomplished teacher of the Greek language and literature in Dart-

mouth College, is now being painted for the college gallery. Prof. Proctor graduated in 1864. He studied for the ministry at Andover. He was then tutor in Dartmouth from 1868 to 1870, and professor from 1870 to 1879, when he died.

## NEW JERSEY.

The regular monthly meeting of the Jersey City Teachers' Association was held April 21. Mrs. Mary Nickerson read a paper on "Color;" Mr. C. A. Hoyt read a paper on "The Tonic Sol-Fa System of Teaching Music," illustrated by Exercises in Sight-Reading by a class of pupils from School No. 8.

## NEW YORK.

Mr. W. A. WADSWORTH, of Geneseo, N. Y., has offered three prizes for the best examinations passed by those who may enter the state normal school at Geneseo, at the beginning of the next school year. The prizes are as follows: A first prize of \$100; a second prize of \$60; a third prize of \$40. Those desiring to compete for the prizes should observe the following regulations: The examinations will be held at the normal school building, beginning at 9 o'clock A. M., on Wednesday, Sept. 1, 1886. All persons desiring to compete for the prizes must be present at the time, and on the day specified. Any one who has not previously attended the school, and who is not less than sixteen years of age may compete for the prizes. Every one competing for the prizes must sign a pledge to teach in the schools of the state of New York. One-half the amount of the prize to which any one is entitled will be paid at the close of the first term, and the rest at the close of the school year, provided he has been in attendance during the whole year. The examinations will be upon arithmetic, grammar, geography, reading, spelling, and history of the United States. It is expected that all the applicants will be thoroughly versed upon the subjects named. In addition to the examinations specified, every candidate will be required to write a composition of not less than four hundred words upon a theme drawn from one of the following works: Longfellow's "Courtship of Miles Standish;" Cooper's "The Last of the Mohicans."

Prof. McMILLAN, of the Utica Academy, has encouraged his pupils in the establishment of a literary paper, entitled "The Academic Observer." It is quite a promising young periodical, a credit to the academy and its superintendent.

The following institutes will be held during the next two weeks:

DATE.	COUNTY.	PLACE.	CONDUCTORS.
May 3,	Albany,	So. Bethlehem,	Samuel H. Albrow, Henry R. Sanford.
May 3,	Queens,	Hempstead,	James Johnnot, John H. French.
May 10,	Livingston,	Mt. Morris,	Henry R. Sanford, Chas. T. Barnes.
May 10,	Westchester,	Peekskill,	John H. French, Samuel H. Albrow.

## OHIO.

The Baltimore and Ohio Railroad Co. have established a technological school at Mount Clare, Baltimore, "for the promotion of a higher course of instruction for the apprentices than that now pursued," with the view of affording the young men in its employ opportunities for obtaining a liberal technical education. The company bears the expense of the education of the apprentices and cadets, and in consideration thereof expects the privilege of availing itself of their services, at fair salaries, for at least three years after their graduation. In their appointment to the school, preference is to be given, other things being equal, to the sons of employees who have been killed or injured in the company's service; and free tuition is given to those only who are sons of employees having been in the service of the company for over five consecutive years.

## PENNSYLVANIA.

The Corsica Classical and Normal Institute, with Prof. S. A. Saxman, principal, and Mrs. Maggie A. Saxman, assistant principal, has been increasing in popularity. The extended acquaintance of the principal has brought a number of former pupils of his from a distance of several hundred miles. Prof. John F. Shanor, one of the teachers of Duff's Commercial College; Prof. John C. Lea, son of the Rev. Dr. R. Lea; and Miss Mary T. Brooks, have been added to the faculty.

## TEXAS.

The following are some of the good things on the program of the Teachers' Association, to be held at Austin, June 29-July 1: Paper—"Child Nature," by Miss S. Rosella Kelly, of Rockdale; Discussion by Miss Cora Baldwin, Huntville.

"Pestalozzi, his Life and Work," Mrs. Anna J. H. Pennybacker, Tyler, and Miss Mary L. Redmond, San Antonio.

"Spelling, Old and New," Mrs. J. W. Bradfield, Sulphur Springs, W. M. Crow, Galveston.

"Froebel, His Life and Work," Mrs. Nannie Dawson, San Antonio, W. W. Works, Midlothian.

"Qualifications of a Primary Teacher," Mrs. S. J. Merrick, San Antonio, P. A. Dowlen, Farmersville.

"Needed School Legislation," T. G. Arnold, Galveston, J. A. H. Granbury, Mount Pleasant.

"The County Academy, Historical and Legal," James M. Carlisle, Whitesboro, W. A. Banks, Bryan.

"Educational Value of Drawing," Mrs. Z. L. Hunt, Decatur, Geo. M. Roach, Abilene.

"Teach to Think," Harry F. Estell, Huntsville, R. B. Cousins, Mincola.

"The High School Question," H. Lee Sellers, Galveston, J. R. Griffin, Belton.

"Are Latin and Greek Essential to Thorough Education," W. H. Long, Waco, C. C. Cody, Georgetown.

"Character Essential to Real Education," Rev. R. C. Burleson, Waco, R. G. Horsley, Dripping Springs.

"Relation of Education to the State," B. C. Hendrick, Frio Town, Rev. John Collier, Mansfield.

"County Superintendency," A. D. Wallace, Richland Springs, M. M. Pittman, Longview.

"Teaching of Science as a Means of Development," J. R. Dean, Huntsville, A. J. Robert, Colorado.

"Language," H. Taillechet, Austin, Rev. L. A. Johnson, Tehuacana.

"County Schools; How to Improve Them," J. E. Rodgers, Palestine, T. G. Harris, Plano.

"Place of the University in the Public School System," O. H. Cooper, Houston, Charles Carlton, Bonham.

## PERSONALS.

Prof. SEYMOUR, of Yale, has sailed for Greece, where he will take charge of the American school at Athens.

Dr. OLIVER WENDELL HOLMES takes a deep interest in the movement to protect birds from slaughter. "I am myself," he says, "more than tolerant of the somewhat intrusive intimacy of the English sparrow. No other birds outside of the barnyard let me come so near them—not even the pigeons. But still more am I indebted to the gulls and ducks, who during a large part of the year are daily visitors to the estuary of the Charles, on which I look from my library windows. I wish they could be protected by law, and if law cannot or will not do it, that public opinion would come between them and their murderers. Not less, certainly, do I feel the shame of the wanton destruction of our singing birds to feed the demands of a barbaric vanity."

PROFESSOR AND MRS. FRANCIS WATLAND, of New Haven, have gone to Mexico for a couple of months.

KOREKIYO TAKAHASHI, a Japanese nobleman, who is visiting this country under instructions from the Emperor, with a view of establishing industrial schools in Japan, is in Philadelphia. He was recently shown the Manual Training and Industrial Art Schools and the Academy of the Fine Arts, and expressed himself pleased with the American methods of teaching the young. He speaks English fluently.

## NEW YORK CITY.

The school-ship "St. Mary's" is the nautical school of the Port of New York, and is under the special patronage of the Chamber of Commerce of this city. It trains lads for officers in the American merchant marine. The pupils, who are supposed to be from New York, are instructed in the common school branches, as well as in seamanship and navigation. The St. Mary's makes a cruise during the summer months.

The necessity for a reformatory institution under the jurisdiction of the Board of Education, where the most refractory truants and "toughs" of the city can be housed, educated, reformed, and taught a trade, has often been presented. There are engaged in the work of keeping the children of the slums in the schools for fourteen weeks each year twelve truants agents, who are handicapped by legal difficulties which prevent the arrest of the most incorrigible children. These agents can arrest the offender, take him to court, and have him committed to either the Catholic Protectory or the Society for the Reformation of Juvenile Delinquents. The latter society, however, now refuse to receive them.

## A VETERAN TRUANT AGENT

said that in some of the schools great trouble exists owing to their inability to deal summarily with the offenders. "The great difficulty we have to contend with in the enforcement of the law is to get authority to make arrests. Last year I handled over eight hundred cases, 182 of whom were truants returned to school, and 71 were non-attendants. After, by persuasion and threats, we get all we can into the schools, there remains a number of tough cases, expelled from school for one cause and another. Now when the teacher's patience is exhausted I take hold of them. I cannot arrest them and take them to court, because President Walker, who was a very conservative school officer, insisted that I must first bring written authority from a parent or guardian. This rarely can be had. 'Where will you put the boy?' the parents ask. 'In the Catholic Protectory,' I reply, 'or in the Juvenile Asylum.' 'Has the Board of Education no place for them?' 'No.' 'Then I won't give up the boy,' is the parent's ultimatum.

## CRIME IN SOME SCHOOLS.

"A few of these young reprobates do much to corrupt the other pupils. It is no use in disguising the fact," the agent continued, "and nothing but the arrest of the offenders will eradicate the evil. We have evidences of it every day. I will give you some cases in point. In Grammar School No. 31, in the First Ward, there is an incorrigible boy I have often returned to school. He can't be kept there. Sometimes he has walked out of the school, gathered stones on the street, and hurled them through the windows. Yet I can't arrest him. Principal O'Brien says that as it is a violation of the city ordinance, he will have him arrested if he repeats the offense.

## A YOUNG THIEF A PUPIL.

"On my books I have a boy who frequently last year I placed in the primary department of Grammar School No. 51, in West Forty-fourth Street. He is a thief. On one occasion he broke open the trunk of a man lodging at his aunt's house and stole \$20. When detected he returned to his father. The father used to order him out of bed at all hours of the night to get beer, and one night attempted to throw him out of a window. Then he went to his aunt's, but he spends nearly all his time up at the sheep yards. His aunt says he is always supplied with money. He evidently steals it. He is only thirteen years of age. I can't arrest him."

## ANOTHER TRUANT AGENT

said: "In another school an agent found a thirteen-year-old boy who makes it a practice to waylay the larger girls in out-of-the-way corners of the school premises and insult them. Yet he cannot be arrested. If expelled by the teacher he goes to another school.

## ANOTHER CASE

is that of a most incorrigible boy, aged thirteen years, who goes to a children's aid society school at times, full of beer and falls asleep. The teacher sends him home to sober off, and he remains away until caught again by the agent and returned to school."

## THE ABOVE CASES

are samples of many others almost daily brought to the attention of the truancy agents. It becomes proper to ask why do the school commissioners permit such a state of things to exist? Why does not the Board of Estimate and Apportionment supply money for the case of little scoundrels such as are described above? Where is the Society for the Prevention of Crime? Where are the City Missionaries? Having thus called their attention to these disclosures, it will be interesting to wait and watch for their action.



## LETTERS

**BOTANY.**—I would like to do some work in botany with my class this spring, and I do not quite know how to take it up. I want to interest them in the work, and give them a love for the study, but botanical terms are so hard that I am afraid the learning of them will become a task instead of a pleasure. Can you give me some suggestions?

A. C. L.

See "General Exercises" in the JOURNAL, April 17. Bear in mind that your endeavor is not to teach botanical terms or facts, but to so arouse the minds of your pupils that they will discover the facts and need the terms to express what they find out.

**THE CENTER OF POPULATION.**—What is understood by the "center of population?"

H. W. S.

If the area of the United States were a theoretical plane, and the average weight of the people were 100 lbs., there would be a point in the plane where it would just balance with its load. This point would be its center of gravity, and the same as the center of population.

It moves gradually westward. From 1870 to 1880 it moved west fifty miles, and is now west of Cincinnati. It was once near Baltimore.

N. B. WEBSTER.

**A RESPONSE TO C. C. D.**—I am interested in C. C. D., of Georgia, who wants reading matter for her work. If she will send her full name and address it is possible my pupils will be able to send something that will interest her little people, and so help her. I would like, for mutual benefit, to correspond with some teacher engaged in this Southern missionary work.

C. M. TACKENTHALL.

Trenton, N. J.

We have already received a number of responses to C. C. D.'s appeal. We have also the following letter from the *American Missionary Association*, showing how much need there is for this matter:

We thank you very much for your kind reference to our work in the *SCHOOL JOURNAL* of April 10. We shall be very happy indeed to forward to parties that we know such reading matter as may be sent in to us. The demands for it are very many and very great, and we are grateful to you in the name of the poor for any aid you may give us.

Yours very sincerely,

56 Reade St., New York.

A. F. BEARD.

It would expedite matters if teachers would communicate directly with the society. The work of saving and uplifting humanity is the one in which we are all engaged; we shall be glad to introduce to each other all parties that can mutually assist each other.

**INDIVIDUAL TASTES.**—The other day I came across this expression: "A subject is good for a child precisely in proportion to his liking for it." Now I have a pupil who doesn't like arithmetic. Would I not be neglecting my duty if I allowed him to omit that important study, on the supposition that because it does not please him it does him no good? Do you think that there is any truth in the expression, or doesn't it apply in the case I have given.

E. C.

Two very important principles apply to the case you mention. The first is, that whatever a child shows an interest in, is the thing to which his mental activities will most readily respond. His mind is in harmony with that, and just as a loosened window-pane or piece of paper will sometimes vibrate when a certain key upon the piano is struck, so his mind will respond when a certain subject is presented to it. He mentally wakes up and bestirs himself. Then principle number two comes in. "Mental activity in one direction tends to promote mental activity in other directions." Now if you are anxious to interest your pupil in arithmetic, find out what things he can be interested in; get him thoroughly aroused on these, then find a way of introducing a little arithmetic into them, increasing as your case improves. If you are afraid his parents would be dissatisfied with you for not pushing him in every direction, see them, and show them what you are trying to do.

**SPELLING.**—How and when should spelling be taught in primary schools? I do not see how children can write intelligently until they know the letters apart, nor how they can know them apart except by their names and sounds. Neither do I see how writing can be taught systematically without the children first learning to distinguish one letter from another. And yet we are taught that the little ones should write the first word they read. But should systematic instruction in writing begin quite as soon as that?

E. F. F.

In spite of all our efforts there will cling to us the old idea that spelling is only the naming of the letters of a word. It is this, but it is more; it is the placing of them in their proper order. That order becomes fixed in the child's mind by repeatedly and closely observing the form of the word, as he is obliged to do in copying it. But it takes time—a whole year usually—for the form of the common words to become clearly and accurately fastened in the mind. By attempting to hasten matters by asking the child to reproduce them before this is accomplished, we teach him to guess at the word, and so mistakes arise. But at the same time that he is learning the forms of words by copying, he may also be learning the forms of letters. Beginning the very first day, he makes a slate full of I's; after he can do these well, he learns to make u's. He knows what he is making, but nothing of the use which he will have for it. Some day he will make the discovery, and it

will fill him with joy, that the letter "I" is in the word "his," and he will begin to look for others. One great trouble at this stage is with the parents—unless they are taught better, they will think that Johnny should be able to say "d-o-g, dog," and perhaps, "b-a, ba, k-e-r, ker, baker," long before that.

**PRIZES.**—Do you not think it is well sometimes to give studious and orderly pupils rewards for good behavior?

M. C. S.

No, most decidedly. There is a greater reward for good behavior than any gift or favor can be. It is the conscious self-approval that always follows right action. This is the only reward that they can look for in after life for deeds of kindness, uprightness, or self-sacrifice. They must learn to value it now. Anything that will awaken this feeling, anything that will direct their attention to it, may be used. It may be aroused by the teacher's approval, expressed only by a look, or a low word that no one else can hear. Attention may be called to it by stories. One excellent illustration, strength of the inward monitor, may be found in Pansy's "Three People." "Tode," a street Arab, was standing near a gentleman at a counter one day, when a ten-dollar bill floated out of the gentleman's hand without his knowledge, and fell on the floor close to Tode, who at once put his foot upon it until the man was gone, then picked it up carefully, and put it in his pocket. Immediately his conscience began to accuse, and he to excuse the act. The dispute continued long after Tode went to bed that night; at midnight he ended it by jumping out of bed, dressing himself, and taking the money back to the man. The dialogue is humorously but very forcibly related by the clever author, and will make a strong impression on a child's mind. A great deal may be done towards creating a proper sentiment in the school-room, by reading such a story and letting the children comment upon it. In the height of their interest they will make very frank statements, usually on the right side; the few who take a wrong view will be corrected by the others. Children are more easily influenced by the public opinion of their little world than by the axioms of the teacher.

**REPRESENTATIVE ESSAYS.** Selected from the Series of "Prose Masterpieces from the Modern Essayists." New York and London: G. P. Putnam's Sons. 305 pp.

Within the limit of the 319 pages which compose this book, is found the following masterpieces, being complete essays, and specimens of effective literary style and expression: *The Mutability of Literature*, a colloquy in Westminster, by Washington Irving; *Imperfect Sympathies*, by Charles Lamb; *Conversation*, by Thomas De Quincey; *Compensation*, by Ralph Waldo Emerson; *Sweetness and Light*, by Matthew Arnold; *On Popular Culture*, by John Morley; *On Certain Condescension in Foreigners*, by James Russell Lowell; *On History*, by Thomas Carlyle; *History*, by Thomas Babington Macaulay; *The Science of History*, by James Anthony Froude; *Race and Language*, by Edward A. Freeman; and *Kin Beyond Sea*, by William E. Gladstone.

These sketches from the "Prose Masterpieces" are designed more especially for the needs of students and teachers, and they have been selected with special care with the view of meeting the taste of advanced, thinking young people; and while they are deep and thoughtful, they can not fail to interest even the youngest who will read them.

**THE WORD-METHOD: ITS HISTORY.**—Will you please tell me something about the history of the word-method? Was it an accidental discovery, or did some one evolve it out of his brain, try it, and find that it worked well?

G. M.

An accident, or rather an incident, furnished the idea of teaching children words instead of letters, but if the teacher who first cherished the idea had been one of the let-well-enough-alone kind, he would not have been so open to the reception of a new idea. The incident was this: A teacher in a country school was one morning waiting for his breakfast in the family sitting-room. A little four-year-old girl climbed into his lap and began prattling; she spoke of her father, who was milking the cow. As they talked about the cow, the teacher's eye lighted on the word *cow* in the newspaper he had been reading. He showed it to the little girl, and told her what it was. Her eyes kindled; she caught the paper, jumped out of his lap and ran to her mother, exclaiming, "I know what it means; I know what it means. It is a cow, just like what papa is milking!" and she pointed out the word to her mother. It was Newton and the falling apple over again. He at once began to experiment, not only with this little four-year-old girl, but with the beginners in the school. The lessons were prepared in the evening, and in the morning printed on the blackboard, and he, himself, taught them to the children with the most marked—the most wonderful success. There were no unpleasant tones, no drawing; the children read in pleasant, natural tones, giving the emphasis and inflections of the playground. From time to time these lessons were printed, and formed page or hand cards. The children became very much interested in reading them. They read them in and out of school. They read them anywhere—everywhere one would listen. At first all the parents were very much pleased. But, alas! there was trouble ahead. It was soon discovered that the children could not spell the words—that they did not even know the names of the let-

ters! Some of the parents "waited on the teacher," and left with him unpleasant memories. Others had faith that "that teacher knows what he is about." There was a good deal of talking, and what the teacher was doing became noised abroad.

That fall a Teachers' Institute was held at Watertown, twelve miles away. Our teacher was sent for. The Institute wanted to know what the "new thing" was. For a week it was explained, illustrated, discussed. Then the following resolution was passed:

**Resolved**, That having heard an exposition of a new method of teaching children to read, by J. Russell Webb, we are of opinion that the interests of our schools require its publication, and we pledge ourselves to use our efforts to introduce its use into our schools should it be published.

**Resolved**, That a copy of this resolution be signed by our chairman and secretary and presented to Mr. Webb.

WATERTOWN, N. Y.,

Oct. 20, 1846.

E. S. BARNES, Chairman.

J. L. MONTGOMERY, Secretary.

A Watertown bookseller (Joel Greene) was present. He offered to publish an edition at his own expense—and he did, that fall, 1846. This edition bore the title: "John's First Book; or, the Child's First Reader." And so the method was crystallized.

**NIGHT GLASSES.**—Admiral Porter, in his graphic account of the bombardment and capture of the forts on the lower Mississippi, makes frequent mention of viewing *acienas* (?) through his "night glass." Will you please tell us how such glasses are constructed? I find nothing on the subject in our works on optics.

C. B.

A night glass is the simplest spy-glass possible, with two lenses. It is an astronomical telescope, and shows objects inverted. A day glass, or terrestrial telescope, has two or more additional lenses to show the object erect. Every lens absorbs and reflects some light, hence when there is but little light, as at night, the extra lenses are not used. Thus, the day glass is made into the night glass, which has but two lenses. See "Olmstead's Philosophy."

N. B. WEBSTER.

**THAT.**—When may *that* be omitted in introducing an objective clause?

S. L.

If, *lest*, *whether*, *what*, *which*, *who*, *how*, *when*, *whence*, *where*, *why*, and *that* may introduce the object clause. When the object clause is a direct quotation or a direct question, or when one of the above conjunctions is used to introduce the object clause, *that* is omitted. If, however, the object clause is complex, and one of these conjunctions introduces its dependent clause, *that* may still be retained.

Ex. 1. I did not know when you came.

Ex. 2. I did not know that when you came, he went.

*That* may be omitted, as an object clause [connective, at any time without changing the meaning, since, unlike the other noun-clause connectives, it has but one office, *viz.*, to connect. But while the meaning would not be changed by its omission, a law which is recognized in grammar to be as binding as any on which meaning is based, demands its use, *viz.*, euphony. Its office, like that of the article before nouns, is to render what follows less abrupt; the sentence strikes the ear as more finished, and it also adds a slight emphasis to the following clause. This latter may be owing to the fact that a little of its original meaning may still cling to it. It was formerly in this connection a demonstrative pronoun, standing for the object clause and used to throw emphasis on that part of the sentence. Ex. "He said that he did it," meaning formerly, "He did it, he said that."

L. E. BOLDREY.

**THINGS TO INTEREST.**—I am striving to make my school a wide-awake one. Whenever the children get sleepy or restless I lay aside the routine work and introduce something so break up the monotony. But I find that it is a great tax to keep supplied with enough of these "varieties" so that they shall not have to be repeated, and so become an old story. Could you suggest some to me, or refer me a few sources from which I may keep my list supplied?

G. T. D.

We will mention a few; perhaps some of our readers can suggest more. Nearly every family in a district has one or more "curiosities"—a piece of coral that a sailor uncle or friend has brought them, a piece of a meteor that some one picked up once upon a time, an Indian arrow-head, an old coin, etc., etc. Children are always interested in these things; they will all have something to say or to ask; they will tell about what they have at home, and will bring it for the others to see. They may be allowed to take turns in bringing things, and be prepared to tell something about what they bring. The teacher also knowing two or three days beforehand what is to be brought, will have time to hunt up something interesting to tell. The manufacturers furnish an almost inexhaustible list, then there are curiosities of animal, vegetable, and mineral life that will keep up the interest for a long time. A great variety of interesting chemical and philosophical experiments may be performed. The teacher should keep a note-book devoted to simple experiments indexed, arranged in order of progression, and containing full directions and cautions, so that the pupils may be allowed to work from it. Another variety of diversions is to have several pupils prepared to read a selection at a moment's notice. After they are furnished with subjects, which they are not to show or speak of to the others, they read it over and hold themselves ready to read to the others whenever called upon.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE ALIENS.** A Novel. By Henry F. Keenan. New York: D. Appleton & Co. \$1.25.

Western New York, during the times just preceding, and of the Mexican war, is the scene of this story. The "Aliens" are an Irish boy and girl, who soon after coming to this country are deserted by their father, and shortly after are left orphans by the death of their mother. They are honest, truthful, and innocent, and are adopted by a kind old gentleman, Dr. Marbury, one the most respected persons of his neighborhood. The girl, Norah, is a pretty, bright girl, and soon has many admirers; but one, Darcy Warchester, gains her heart. His mother desires him to marry his cousin, which he will not do, and being a lieutenant graduate of West Point, he goes to the war then being carried on with Mexico, whither he is accompanied by Denny, Norah's brother. During the progress of the war, Denny saves Darcy's life and nurses him during his sickness. This has the effect of strengthening his love for Norah, and he returns intending to marry Norah immediately. During his absence, through the machinations of his mother, Norah has been driven insane, which is hereditary with her, her mother having died in that condition. The ending is truly sorrowful, and is the one point in the plot with which we are disappointed. The book is well printed and neatly bound.

**LETTERS TO DEAD AUTHORS.** By Andrew Lang. New York: Charles Scribner's Sons. \$1.00.

Under the fantastic guise of "letters," Mr. Lang gives us his opinion of the different authors he addresses. In a word, the book is a series of critical estimates of the work of the writer's favorites. For it is evident that he has a genuine fondness for them all, in spite of the acute criticism to which he subjects them. A curious feature of the work is the clever imitation of each author's style, in the letter to him; as Mr. Lang says in his preface, some of the letters are written rather to suit the correspondent than to express the writer's own taste or opinions. One can imagine that some of the authors might feel specially flattered by this; Byron, for instance, ought to be pleased that Mr. Lang addresses him in that "aimless, reckless, loose dispersion" of rhyme, which characterizes the English Bards and Scotch Reviewers, and is Mr. Lang's "pet aversion."

All these reverend shades ought to be thankful for being so well posted concerning the opinions of their work that prevail at the present day. And readers of to-day have cause to be equally grateful for so witty and entertaining a book.

**TOKOLOGY.** By Alice B. Stockham. Chicago: Sanitary Publishing Co. \$2.00.

Complete and specific directions for the care of women during the entire period of pregnancy are given in this book, including instructions upon the diet, exercise, clothing, medical treatment, etc., to be followed in the absence of medical aid. Plain but valuable information for the care of an infant, its clothing, bathing, nursing, etc., is given, and the remedies for convulsions, diphtheria, croup, and other children's diseases, are simple and effective. It contains practical thoughts on ventilation; best food for physical strength and healthy growth of children; directions for medical baths, especially an inexpensive Turkish bath at home; gymnastics, etc. Healthy food is made palatable, suiting the fastidious taste of the invalid.

Teachers will find here many points of value to them in the school-room, in the teaching of physiology and hygiene and in understanding child-nature.

**MODEL COMPOSITION CARDS.** In five packets of twenty cards each. By Harlan H. Ballard. New York: The Writers' Publishing Company. 24 cents per packet; series, \$1.20.

No one subject, perhaps, is more a source of vexation to teachers than composition writing. The choice of a theme suited to the pupil, the method of treatment, the infinite variety of suggestion necessary to draw out and expand the few ideas the pupil possesses is a never ending—not to say exceedingly difficult task.

So much is this felt to be so that but few teachers will take, or can find the necessary time and patience to point out the proper way for the construction of a composition. Left almost wholly to themselves, it is hardly to be wondered at that essay-writing soon becomes profoundly distasteful to most pupils.

In the preparation of his composition cards, Mr. Ballard has given teachers a much needed aid, and has done it too in a most admirable way. These cards are not merely composition cards in the essay-writing sense in which that term is usually understood. They suggest a wide variety of intellectual training, and fill a niche—and an important one—altogether unique in the school curriculum.

It is not too much to say that, by the judicious use of these cards, the seed of authorship may be sown in many a young breast; and a talent developed, which in the ordinary course of school training might lie dormant forever.

Under the heading of "invention," for instance, are grouped a number of apt illustrations accompanied by just such hints as are needed to draw out the story-telling faculty in children of even tender years. Another altogether

admirable feature is the "Question Writing" exercise, in which, by the skillful arrangement of a few well-timed questions the pupil is led to frame a story by merely writing the answers.

The recording of observations from nature as given in the "Growth of a Plant," "The Life of a Butterfly," etc., etc., possess the novel attraction of constructing a composition on the instalment plan, and has quite as many features of an object-lesson as a composition.

Taken as a whole, these cards form an important contribution to the text-book literature of the day, and their labor-saving characteristics bespeak for them a warm welcome at the hands of the teachers.

Mechanically, they are all that could be desired, except that they would have appeared to better advantage on white instead of tinted board.

**FORTY-NINTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF CLEVELAND, O.** B. A. Hinsdale, Superintendent.

Prominent in the department of educational literature stand the reports of the boards of education throughout the country. The business side of the educational problem in Cleveland is presented in the report of the clerk of the board; and strictly educational matters are treated by the superintendent in a masterly manner, showing he is in true sympathy with the advanced ideas upon the subject. The exhaustive report of the president exhibits a fatherly interest in the culture of the masses. The several reports combine to form a volume of considerable value. The book is well printed on good paper, and neatly bound in cloth.

**ADAM HEPBURN'S VOW.** By Annie S. Swan. New York: Cassell & Co. \$1.00.

The times of the Scottish Covenanters are faithfully recorded in this story, which opens with the signing of the covenant, in Edinburgh, by which the subscribers pledged themselves to use every lawful means to recover the purity and promote the welfare of the church of Scotland. Things remained as they were for twenty-three years, when the king issued a proclamation for the imprisonment of all who still clung to the covenant. Trouble now began, and culminated in the king sending troops to disperse all conventicles and arrest the leaders. Among the latter was Adam Hepburn, the hero of this story. His wife was shot by an unfeeling trooper, and he thereupon made a vow that his sword would not rest idle, till he had taken as many lives of the king's troopers as his wife was years old. The story is replete with thrilling incidents, and the sympathy of the reader is enlisted in behalf of the covenanters throughout. The book is well printed on good paper, with appropriate binding.

**LETTERS TO A DAUGHTER, AND A LITTLE LESSON TO SCHOOL-GIRLS.** By Helen Ekin Starrett. Chicago: Jansen, McClurg & Co. 75 cents.

This is one of that class of books so rapidly enlarging in late years, and of which there can hardly be too many, directed toward the cultivation of that finest of the fine arts—behavior. It is just such a book as any mother would do well to put in a daughter's hands. It contains thoughtful—though not by any means prosy—suggestions concerning self-control, aims in life, personal habits, society, conversation, associates and friends, and kindred subjects, written by one that evidently perceives the underlying spirit which controls all truly polite and cultivated behavior.

**THE SECOND AND THIRD BIENNIAL SUPPLEMENTS TO JOHNSON'S NEW UNIVERSAL CYCLOPEDIA, A-Z.** Including an Appendix. New York: A. J. Johnson & Co.

Johnson's Cyclopædia is made on an entirely different plan from the other great works of reference. It is an original work both as relates to its plan and subject-matter, and even in the structure of its articles. In making the book the work was divided into thirty-one departments, and a responsible editor placed at the head of each, who had sole charge of the manner in which the work was done. In this way a systematic course was pursued, and the most eminent specialists, both in Europe and America, were employed to contribute to its pages. It answers all sorts of biographical, historical, geographical, chemical, medical, and mechanical questions, and is especially full on American subjects. It holds to-day the same relation as a work of reference on subjects, that Webster's Dictionary does to words. On thousands of editorial tables it is used, because in a brief compass it affords just the information that is needed. In this volume the several countries treated are discussed geographically, historically, and politically in a concise but comprehensive manner, describing also the inhabitants, their religion and language, their education, industries, and peculiar characteristics. Each description is accompanied by a map carefully drawn and engraved expressly for this publication. Again, we find words or expressions which have a special significance or value defined and explained at length; thus with the word *census*, we have the derivation and an explanation of its peculiar adaptation in ancient and modern times, with remarks upon the censuses of each of the different countries of the world, during progressive stages, and a specially comprehensive review of the census of the United States, differing widely from the European type, from 1713 to the present time, marking it primarily as one of the great agents of enumeration and statistical report. Each of the different states of the United States is reviewed as to the face of the country,

its rivers, lakes, bays, geological formation, zoological habitation, economic and financial standing, its educational rank, the governors and political and historical leaders, etc. Matters of the greatest importance, which have come to notice only during very recent years, are carefully and minutely treated; thus we find a description of the Yukon River of Alaska, by Lieut. Schwatka, who was the first to travel its whole length. The appendices include a review of errors corrected and additions made in articles published in former volumes of the Cyclopædia; a necrology since Nov. 30, 1879; valuable law forms, compiled by Prof. George Chase, LL.B., of Columbia College Law School, New York; and other matters of vital importance and recent research. There is a two-page colored chart in five sections, giving the comparative heights of mountains and lengths of rivers of Asia, Africa, Europe, North America, and South America. These are a few of the many excellent features of this valuable book.

**THE ANCIENT EMPIRES OF THE EAST.** By A. H. Sayce. New York: Charles Scribner's Sons. 301 pp. \$1.50.

In preparing this book, the author has sketched the life and history of the ancient civilizations of the East, on the authority of the monuments which they have left to us.

Egypt, with its race, geography and historical wonders; its chronology and history; religion and mythology; art, science, and literature; with its law, language, trade, and culture, complete the first chapter. The second chapter treats of Babylonia and Assyria, divided into parts, and discussed in a manner similar to Egypt. The Phœnicians, with their history, religion and mythology, art, science, and literature, government, and trade, compose the third chapter; followed by Lydia, the link that binds together, the geography and history of Asia and Europe.

The last chapter is devoted to the Persian Empire, its celebrated historical characters, civil and military; its religion and mythology, art and literature, trade and manners. At the close of the volume a series of dynastic tables is found, comprising in full, The kings of Egypt; The Arabic writers; monuments; kings of Babylonia; kings of Assyria; Phœnicia; Lydia; Media; Ararat or Armenia, and Persia. It would be difficult to find three hundred and one pages more full of interest and information.

**PRINCIPLES OF POLITICAL ECONOMY.** By John Stuart Mill. Abridged, with Critical, Bibliographical, and Explanatory Notes, and a sketch of the History of Political Economy. By J. Laurence Laughlin, Ph.D. New York: D. Appleton & Co. 658 pp.

An abridgement of the two volumes of Political Economy, by John Stuart Mill, was undertaken by the author of this work with the view of making it more available as a text-book for colleges. Wherever it has seemed possible, American illustrations have been inserted in place of English or Continental ones, and to make it of still greater interest to the reader in home-problems, twenty-four charts have been scattered throughout the volume, which bear upon our own conditions. The earlier pages of the book have been given up to a sketch of the History of Political Economy, which aims to give the story of how we have arrived at our present knowledge of economic laws. This sketch is followed by a list of books which may be of great value for consultation. They are from noted English, French, and German authors, and consist of treatises of general importance on special subjects; dictionaries, reports, and statistics; after which are several pages devoted to preliminary remarks.

The body of the volume is divided into five Books, which treat consecutively of production; distribution; exchange; influence of the progress of society on production and distribution; the influence of government. These Books are divided into chapters, which are sub-divided into paragraphs. There are also two appendices—the first one giving brief bibliographies on the tariff, on bimetalism, and American shipping. Appendix II. consists of a number of questions and problems for the teacher's use. Many small figures and diagrams are scattered throughout the text of the book, in order to suggest the concrete means of getting a clear grasp of a principle.

There are twenty-four charts given, of great value, especially useful in study of the political economy of our country, indicating, in finely executed designs, the Population of the Country, in its various phases; Production of Gold and Silver; Exports and Imports; Grain Crops in the United States, etc., etc., and are designed for class-room work. The make-up of the book is good, it has fine paper, clear, large type, and is in every way very valuable.

## CATALOGUES AND PAMPHLETS RECEIVED.

Thirty-second Annual Report of the Superintendent of Common Schools of San Francisco, Cal. Andrew J. Moulder, Superintendent.

Program of the Sauveur Summer College of Languages, Oswego, N. Y.; Eleventh Session, July 12 to Aug. 30, 1886. L. Sauveur, President and Director.

Thirteenth Annual Report of the Centenary Biblical Institute, Baltimore, Md., 1885-6. Rev. W. Maslin Frysinger, President.

Catalogue of Marietta College, Ohio, for 1885-86. Hon. John Eaton, Ph.D., LL.D., President.

Report of the Sub-Primary School Society for 1885; Free Kindergarten. Miss Anna Hollowell, Chairman of Executive Committee.

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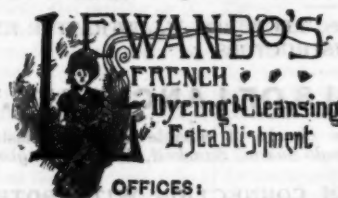
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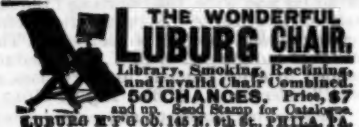


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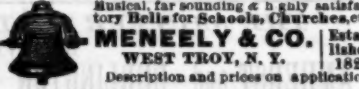
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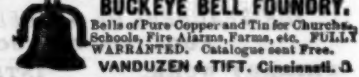
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